DOCUMENT RESUME

ED 366 769 CE 065 610

AUTHOR	Teddlie, Jessie; And Others
TITLE	Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual.
INSTITUTION	North Texas Univ., Denton.
SPONS AGENCY	Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE	Jun 93
NOTE	313p.; Updates ED 298 332. For a related report, see CE 065 609.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Administrator Role; Annotated Bibliographies; Career Development; *Career Guidance; *Classroom Techniques; *Cooperative Planning; Coordination; Counseling Techniques; Curriculum Development; Educational Strategies; *Equal Education; Learning Activities; Linking Agents; Nondiscriminatory Education; Nontraditional Occupations; Postsecondary Education; Program Development; Resource Materials; *Sex Fairness; Teacher Role; *Vocational Education
IDENTIFIERS	Texas

ABSTRACT

This manual presents ideas and methods for vocational personnel to use in informing male and female students about future trends and needs for equity in the work force through education and training. The following topics are discussed: the persistent equity challenge and changing labor force/family demographics; the gender equity awareness process (traditional attitudes, effects of gender bias, change agents/strategies); planning (understanding legislative intent; needs assessment; suggestions for administrators, counselors, and instructors; administrative support; identification of areas of desired impact; obtaining resources; coordination with contracted equity specialists); career development (roles of the gender-fair counselor and gender equity coordinator, resources, career assessment, instructor and administrator roles); strategies for improving sex equity in vocational-technical programs (counselor roles, curriculum development, strategies, curriculum materials/ideas, activities); resources; and joint planning (discrimination; coordination, linkage, and joint planning; barriers to coordination; planning steps/processes). Included in the section on resources are a list of 24 agencies; contacts for 17 Texas sex equity projects; and annotated lists of 148 books/articles, 9 films, and 112 videos. A glossary, effective practices identified in a 1993 workshop, group workshop activities, and examples of strategies field-tested by a panel of experts are appended, and 28 references are listed throughout the manual. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

33120005
TX93PD31

IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS: A RESOURCE MANUAL

ED 366 769

University of North Texas

June 1993

CE 065 610

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S Colvert
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS: A RESOURCE MANUAL

Jessie Teddlie
Bill E. Lovelace
Suzanne V. La Brecque

Sponsored by:

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Austin, Texas

Conducted By:

The University of North Texas
School of Merchandising and Hospitality Management
Denton, Texas

June 30, 1993

FUNDING INFORMATION

Project Title:
Improving Sex Equity in Postsecondary Vocational/Technical
Programs: A Resource Manual

Funding Source:
Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Austin, Texas

Coordinating Board Project Number:
#3312005

Coordinating Board Staff Advisor:
T. R. Williams
Associate Program Director
Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, TX 78711

Project Staff:
Dr. Susan LaBrecque, Administrator
Dr. Bill E. Lovelace, Project Director
Dr. Jessie Teddlie, Project Facilitator
Ms. Shanna Scott, Clerk Typist
School of Merchandising and Hospitality Management
University of North Texas
Denton, Texas

Disclaimer:
This publication was prepared pursuant to a contract with the Texas Higher Education Coordinating Board. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Texas Higher Education Coordinating Board position or policy.

Discrimination:
Title VI of the Civil Rights Act of 1964 states: *No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.* Title IX of the Education Amendments of 1972 states: *No person in the United States shall, on the basis of sex, be excluded from participatiion in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.* Therefore, the University of North Texas, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

ACKNOWLEDGEMENTS

This resource manual is one product of the project. The project involved a number of individuals to whom the project staff is very grateful. The development of this resource manual would not have been possible without the suggestions given by the Advisory Committee and their careful critique of project materials. Special credit and gratitude is extended to the members of the Advisory Committee listed below.

Dr. Yvonne Abatso
North Lake College

Dr. Anna Auvenshine
Community and Technical Colleges Division
Texas Higher Education Coordinating Board

Ms. Charlotte Bullard
Grayson County College

Ms. Debby Carey
Texas State Technical College-Amarillo

Ms. Nancy Davis
Lamar University

Mr. John "Jack" Eshelman
Texas Department of Human Services

Ms. Gina Starr Hill
Texas Department of Commerce

Dr. Jerry King
Trinity Valley Community College

Ms. Mary Levandovsky
Central Texas College

Mr. John McHugh
Texas Employment Commission

Dr. Sue Pardue
Odessa College

Mr. Ramiro Ramirez
Laredo Junior College

Dr. T. R. Williams, Associate Program Director of the Texas Higher Education Coordinating Board, served as an ex-officio member of the Project Advisory Committee and as the Texas Higher Education Coordinating Board staff advisor.

Our sincere appreciation goes to **Ms. Darlene Morris** with the Texas State Technical College-Waco who served as the Third Party Evaluator for this project. Her time and efforts are appreciated.

The project is also a direct result of the hard work given by the Panel of Experts. Without their efforts each chapter would have been lacking. The project staff expresses sincere gratitude to those people listed below.

Secondary Panel

Ms. Charlotte Bullard
Grayson County College

Ms. Margaret Lindsey
Austin ISD

Ms. Nettye Medlock
Wilmer Hutchins ISD

Ms. Ruth Wingo
ESC Region XII

Postsecondary Panel

Ms. Lynda Barksdale
Amarillo College

Mr. Nick Cardenas
Bee County College

Dr. Vickie Geisel
Tyler Junior College

The project staff would also like to say **THANK YOU** to the teachers, counselors, and administrators who attended the workshops and recommended activities and strategies for this manual.

A final and very special thank you is extended to **Ms. Pat Weeks Stovall** with the University of North Texas, for her patience through each revision of this manual and for the very professional manner in which she prepared this manual.

Table of Contents

Page

I. Introduction 1

A. The Persistent Equity Challenge 3

B. Demographics: Changing Labor Force/Changing Family 5

C. Numbers 7

D. Bibliography 8

II. Awareness Process 9

A. Traditional Attitudes 9

B. Effects of Gender Bias 9

C. Agents of Change 10

D. Strategies for Change 11

E. Bibliography 13

III. Planning 14

A. Understanding the Legislative Intent 14

1. Funded Projects/District Plans 16

2. Staff 17

3. Developmental Guidance and Counseling 17

4. Student Services 18

B. Needs Assessment 18

C. Suggestions for Administrators 19

D. Suggestions for Counselors 21

E. Suggestions for Instructors 21

F. Administrative Support 22

G. Identification of Areas of Desired Impact 22

H. Obtaining Resources 23

I. Coordination with Contracted Equity Specialist 24

IV. Career Development 25

A. The Role of the Gender-Fair Counselor 25

1. Recruitment Strategies 29

2. Identification of Barriers 31

3. Perceptions of Why Women and Men Do Not Enroll in Nontraditional Programs 32

4. Career Development for Women 34

5. Career Development for Men 36

B. Resources 38

C. Career Assessment 39

1. Combination Interest and Aptitude 41

2. Aptitude 42

3. Performance Aptitude 42

4. Interest 43

5. Work Samples 44

D. The Role of the Instructor 45

1. Appropriate Classroom Behavior 46

2. Materials and Instructional Techniques 46

3. Community and Agency Resources 48

4. Mentors or Role Models 48

5. Inservice for Instructors 49

E. The Role of Administrators 50

1. Examples of Positive Administrator Support 50

2. Attaining Administrative Support 52

F. The Role of Gender-Equity Coordinator 52

1. Strategies and Techniques for Program Development 54

2. Suggestions for Coordinators and Counselors 55

G. Bibliography 55

V. Strategies for Improving Sex Equity in Vocational/Technical Programs 57

A. Counselors 57

1. Recruitment 57

2. Counseling 61

3. Self-Awareness 65

B. Developing Curriculum 69

C. Strategies 71

D. Additional Curriculum/Materials Ideas 74

E. Activities 74

1. Gender Stereotyping 76

2. Who Does What/Where? 78

3. Suggested Questions for Discussion of Gender Stereotyping . 80

4. Discussion: Men and Women Responses 81

5. WINC Sample Question with Peer Interviewees 88

6. Word Association 89

7. Equal Rights - Legal Protection Against Job Discrimination 93

8. Roots 97

9. Sally's Story 100

10. Traditional and Nontraditional Life Styles 105

11. Dealing with Stereotyped Reactions to Nontraditional Career Choices 107

12. Career Choices Today 109

13. Math and Careers 111

14. Suggested Strategies for Administrators 112

15. Integration 116

VI. Resources 122

A. Agencies 122

B. Contacts 123

C. Regional Education Service Center Equity Coordinators 125

D. Articles and Periodicals 126

E. Books/Pamphlets 126

F. Films 134

G. Video 135

H. Other Suppliers 152

VII. Joint Planning 149

A. Discrimination 159

B. Coordination Between QWFPCS and Tech Prep Consortia . . . 161

C. Barriers to Coordination, Linkage, and Joint Planning 161

D. Factors that Facilitate Coordination and Linkage 163

E. The Planning Process 163

F. Steps of the Planning Process 167

G. Joint Planning Advantages for Educational Institutions 170

APPENDICES

1. Appendix A - Glossary 175

2. Appendix B - Effective Practices from 1993 Workshop Participants 186

3. Appendix C - Group Activities from Workshops 197

4. Appendix D - Examples of Strategies Field Tested by Panel of Experts in June 1988 Manual 204

I. INTRODUCTION

by Charlotte A. Bullard

The purpose of this manual is to present ideas and methods for vocational personnel to inform students, both male and female, about the future trends and needs for equity in the work force through education and training. The future will be different and we as educators must change with the work force of the future. Equity through education and training is a means to accomplish these goals.

Equity--Moving beyond discrimination; equalizing reforming and improving; based on concepts of fairness, justice, and freedom from favoritism.

It is still a rarity to see females in nontraditional jobs, and an even greater rarity is the participation of males in what are traditionally considered female occupations. With the projection of 80 percent of the work force in the year 2000 being minorities and females, many of us recognize the need to help both women and men develop the skills needed to qualify for and succeed in whatever jobs are available.

Nontraditional Occupation--Those not traditionally held by members of one gender. For example, carpentry is a nontraditional occupation for women.

Equity in the work force is the key to the United States remaining competitive in research and technology. This is true especially in light of projections for the next twenty years that show the number of high school graduates dropping dramatically and a high number of college professors retiring. According to John More, deputy director of the National Science Foundation, "We have relied on the white male population historically for the science and engineering work force. We will have to look to women and under-represented minorities in the future."

***Gender:* The cultural or social concept of identity based on maleness or femaleness.**

Census Bureau figures show more women than men working in low-paying jobs (less than $12,500 a year for a family of four in 1990). While the percentage of males working in low-paying jobs is rising at a faster rate, according to a report by the American Society for Training and Development, the United States had an oversupply of workers and a shortage of jobs throughout most of this century. However, now as the century is closing, that trend is reversing. The Society has determined that "there is likely to be too few well-educated and well-trained workers to satisfy the nation's economic needs."

Gender Fairness: Treating people of both genders in the same manner.

Therefore, in order to meet the needs of the United States in the next decades, we must train workers for meaningful and equitable work with equitable wages regardless of gender, in whatever career they may choose. Even though we generally think of training females in traditionally male occupations, we should also think of the challenge of training males in traditionally female occupations.

Sex bias: Behaviors and attitudes that imply that one sex is better than the other.

In an article titled "Boys Will Be. . .Men," Fredric Hayward of Sacramento, a former teacher, says that we have ". . .done little to prepare boys to live out nontraditional roles, or to prepare the world to accept a boy who chooses a nontraditional path." He charges that gender equity workshops teach ". . .equal rights means women's rights," and, "Though anything appropriate for a boy is now appropriate for a girl, the reverse is not yet true."

Sex Equity: the existence of conditions that give girls and boys, women and men, the same opportunities and choices to advance themselves in education, training, and careers.

We need to take Mr. Hayward's charges seriously, remembering that gender equity aspires to human liberations -- to a time when jobs, attitudes, hobbies, ideas, social etiquette, parenting and all the other activities of life are not restricted or denied on the basis of sex, but rather are a pallet of experiences to select from, regardless of sex.

We must all work together to achieve equity.

THE PERSISTENT EQUITY CHALLENGE

The need for considering nontraditional options is one outgrowth of the continuing efforts to achieve sex equity in education and employment. Legislative mandates have been providing support for sex equity for more than two decades.

An early example is the Equal Pay Act of 1963 which prohibited discrimination in salaries and fringe benefits on the basis of sex. Other examples include Title IX of the Educational Amendments of 1972 and The Education Amendments of 1976. The 1972 Amendments prohibit discrimination against students and employees in virtually all programs and activities of education agencies and institutions receiving federal financial assistance. The 1976 Amendments provide funds to achieve sex equity in vocational education and support programs designed to reduce sex bias and discrimination and encourage males and females for nontraditional occupations.

The Carl D. Perkins Vocation Education Act of 1984 brought renewed attention to the issue. Now the current Perkins Act, PL 101-392 (Perkins II), shows that all other funds provided for sex equity, other than subsection (b), be used as stated in Section 222: "only for

(1) programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

(2) preparatory services* and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and

(3) support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2) including dependent-care services and transportation."

* "Preparatory services means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education training program. Preparatory services include, but are not limited to --
(1) Services, programs, or activities related to outreach to, or recruitment of, potential vocational education students; (2) Career counseling and personal counseling; (3) Vocational assessment and testing; and (4) Other appropriate services, programs, or activities." [Authority: 20 U.S.C. 1225(a)]

DEMOGRAPHICS: CHANGING LABOR FORCE/CHANGING FAMILY

The labor force is not what it used to be; neither are families. Changes have occurred so rapidly that many have outdated notions about the world of work and the world of families. The real world is reflected in current demographics and projected trends.

One of the greatest changes has been in women's labor force participation since World War II, particularly for women between the ages of 25 and 54. Most women work outside of the home today, including mothers of small children. As recently as 1970, the Bureau of Labor Statistics found sharp differences in participation rates among women classified by marital status and the presence and age of children. This greater participation is reflected in an increase in women's earnings as a proportion of men's earnings, particularly for younger women.

Currently one in every six families is maintained by a woman, and more families than ever are relying on women's earnings. For this reason, raising women's status in the labor market has been called the family issue of the nineties. Although approximately half of the American work force is comprised of females, most women still enter traditionally female jobs. For example, in 1990, 60 percent of professional women worked in nursing and teaching. Though women are rapidly moving into "male" occupations, they are starting from such a low base that the number of females in most of these jobs is still small. An increasing number of men also are taking up traditionally female occupations, but those who do, earn more than women in the same jobs.

So, how far have we come? Numbers tell part of the story:

- *Number of women working full-time in 1970: 21,929,000*
- *Number of women working full-time in 1990: 40,011,000*
- *Median annual income of full-time working women, 1970: $5,323*
- *Median annual income of full-time working women, 1990: $19,822*
- *Median annual income of full-time working men, 1990: $27,678*
- *Percentage of minimum-wage earners ($4.25/hr.) who are women, 1990: 67*
- *Percentage of top jobs held by women at Fortune 500 companies, 1990: 3*
- *Percentage of female vocational school students enrolled in programs leading to traditionally female jobs, 1990: 70*

As we attempt to look at the hard statistics of females working today, the conclusion must be that women's knowledge and their willingness to share that knowledge in the workplace are critical to the nation's future and should be rewarded so that all of us may benefit.

Based on the followup conducted on postsecondary technical program completers (July 1989 through June 1990) and reported April 1, 1992, it was found that less than 20 percent of the students who completed nontraditional technical/vocational programs were employed in occupations nontraditional to their gender. However, only less than 13 percent of all females contacted by the followup were in nontraditional employment.

FOLKS, WE HAVE A LONG WAY TO GO!

Bibliography

Aburdene, Patricia and John Naisbitt. *Megatrends for Women*. Villail Books, New York. 1992.

ERIC. *Trends & Issues: Alerts.*

Field, Ann. "Women and Work," *Self*: January 1992. 96-99.

Iacoca, Lee. *Talking Straight*.

Nelson, Barbara J. and Sara M. Evans. *Wage Justice: Comparable Work and the Paradox of Technocratic Reform.* The University of Chicago Press: 1992.

Teaching Equity Newsletter. Volume I and II. October 1988 - September 1990. "Gender Equity and Men -- What Educators Can Do," p. 4-5. "Nontraditional Education -- Nontraditional Jobs," p. 6. Economics, Wages and Women," p. 12.

II. AWARENESS PROCESS

by Lynda Barksdale

Society has conditioned men and women, as well as boys and girls, to assume expected roles in home, educational, employment and general social settings, thus affecting attitudes under which we all have learned to operate. Traditionally, males and females have experienced different treatment due to their sex. Many of these experiences are subtle, but have dramatic limiting effect on an individual's total and life-long fulfillment.

The damaging effects of gender stereotyping, in relation to career and life choices for both men and women, have been well documented in the literature. Gender bias affects females in terms of low self-esteem, lowered educational and career aspirations, low economic status, and unrealistic personal expectations.

Gender bias affects males in terms of rigid role expectations, career choice, family relationships, and health issues. Doubts are often cast on a man in a nontraditional area. There is the suspicion -- real or perceived -- that a man in a woman's profession has selected or has been forced to select that position because he could not qualify for a "man's profession."

Although sex-fairness issues affect males, women are more often the victims of barriers that limit or prohibit them from realizing their full potential. Women now represent about 45 percent of the labor force, but are still making only 72 cents for every dollar a man earns. Fifty percent of female-headed families have incomes that fall in the bottom fifth of income distribution. Even though women are entering the work force in droves because they are choosing to work they, like men, are looking for employment that provides personal satisfaction, a sense of fulfillment, and a salary that will provide for a family's economic needs.

More than two million women per year are entering two-year colleges in search of skills and credentials for entry or re-entry into the labor force. Educators and counselors are struggling to re-orient institutional resources to better serve these women. If educators respond with fairness, commitment, and understanding, the women seeking help will gain the courage and confidence to move ahead with their plans by exploring the most appropriate career options that offer the greatest personal and financial rewards.

Choices are shaped by many forces and many people including vocational educators, academic instructors, administrators, parents, spouses, peers, employers, significant others in the individual's environment, others in the community at large, and the individuals themselves. Since all of these entities are agents of change, programs and activities need to be continually refocused to re-educate individuals to survive in the twenty-first century. Career development must include a knowledge of different occupations and changing male/female roles, and an understanding that career aspirations need not be limited by sex-role stereotypes.

Leaders and counselors in educational institutions have a responsibility to help develop programs to ensure that both sexes be provided more options for life-long planning. Also, programs should be promoted that will create equitable schools in which all students, male or female, can thrive. Sex-bias and sex-role stereotyping affects personal development and relationships, and everyone involved in this educational process must understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Traditionally, counselors attempt to meet students' career education needs on an individual basis. While this approach has its place, in order to meet the needs of large numbers of students in a rapidly changing world, counselors have had to adopt a broader vision and a more activist approach. Counselors can be most effective if they actively involve all educational staff and others who impact the client in the guidance process, providing leadership and program coordination, as well as direct client contact.

There are several specific strategies which can enhance the process of changing a lifestyle effectively and which can be used by all who provide guidance. Those strategies include:

1. Providing attention, both individually and in groups, to those entering the job market in fields non-traditional for their gender so they will realize that they are not alone or the first to take such a step;

2. Providing current, accurate, non-biased information about themselves and the world of work through testing of aptitudes, interests, and personality traits along with accurate labor market information. Other informational needs include educational requirements and educational possibilities, including credits for work experience as well as readily accessible continuing education courses; and

3. Creating an awareness of sex-role stereotyping to expand the occupational and educational choices of all students.

Other factors to consider in developing strategies for effective sex fairness activities or elimination of gender-biases include:

** Sex fair education benefits students of both sexes;
** Sex fair education is not synonymous with women's studies;
** Sex fair education is not a political movement;
** Sex fairness is the responsibility of every educator;
** Sex fairness involves changing personal behaviors and attitudes;
** Sex fairness eliminates bias and discrimination;
** Sex fairness includes awareness of prejudice issues.

Since today's economic and sociological conditions are forcing both men and women to question attitudes and values that have served them effectively in the past, they may feel frustrated concerning employment opportunities available to them based on traditional standards. As both sexes adapt to new survival demands of the 1990's, these attitudes and career values are often replaced with alternative or nontraditional occupations.

As educators strive to eliminate these inequities in education both through instruction and counseling, they must be aware that women who have interest in nontraditional careers such as electronics, drafting, machining, engineering, and welding; and men who pursue careers in nursing, legal assisting and cosmetology are among the "risk-takers" in our society. In order to achieve in their nontraditional career choices, they must be prepared both academically and psychologically to withstand the pressures of family, public, and co-workers.

"There is much to suggest that what women workers seek in their work parallels in general terms with what men seek in their work." (Walshok, 1981, p. xv) We all want the feelings of productivity, of competence and of making a worthwhile contribution to the family, community and self. Only through the elimination of "women's work" and "men's work" are these goals possible.

Bibliography

Articles:

Hayes, Rader. The Career Development Quarterly, "Men's Decisions to Enter or Avoid Nontraditional Occupations," Dec. 1986, pp. 89-91.

Field, Anne. Self, "Women and Work," January, 1992, pp. 96-98.

Project Manuals:

"A Sex Affirmative Model Program: Counseling and Guidance,"Michigan Department of Education, Office for Sex Equity in Education, March 1981.

"The Tredyffrin/Easttown Program: A Comprehensive Model for Public School Districts," Women's Education Equity Act Program, U.S. Department of Health, Education and Welfare, 1979.

"Equity Counseling for Community College Women," American Association of Community and Junior Colleges, Washington, D.C., Women's Educational Equity Act Program, U.S. Department of Health, Education and Welfare, Office of Education, 1979.

"Classroom Activities in Sex Equity for Developmental Guidance: Wisconsin Department of Public Instruction, December 1988.

"Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual," Texas Higher Education Coordinating Board, June 1988.

III. PLANNING

by Margaret Lindsey

Since the passage of the 1976 Amendments to the Vocational Education Act of 1963, states have had the responsibility to develop and carry out activities and programs to eliminate sex bias, stereotyping, and discrimination in vocational education, including home economic programs, and to assure equal access to such programs for both women and men. Much more work needs to be done if schools are to be viewed as places of equal opportunity for all students. Although equity is a value which is deemed important in school improvement, sex equity is one aspect which is sometimes overlooked, ignored, or under-emphasized. Secondary vocational administrators, postsecondary vocational deans/directors or designated responsible persons must reaffirm the importance of sex equity by taking a stronger leadership role in the development of successful school practice as they relate to sex equity. The following strategies should be considered as a means of better planning for and/or improving sex equity programs in secondary and postsecondary vocational education.

UNDERSTANDING THE LEGISLATIVE INTENT

As used here, planning is an administrative function essential to making decisions; decisions that will be required in developing, implementing, and evaluating programs, services and activities to meet an identified need of an organization or institution. As a result, a thorough knowledge of the Carl Perkins Act PL 101-392 (Perkins II), and its requirements with regard to sex equity is necessary for persons responsible for such program planning. The Education Amendments of 1976 were the first federal legislation to provide funds to achieve sex equity in vocational education and required and supported programs, services, and activities designed and conducted to:

(1) reduce sex bias and sex discrimination in vocational education;

(2) encourage males and females to prepare for employment in nontraditional occupations; and

(3) provide support services necessary for individuals to participate in and succeed in nontraditional vocational education programs.

The current Perkins Act allows that all other funds provided for sex equity, other than subsection (b), by used in Section 222: "only for

(1) programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

(2) preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and

(3) support services for individuals participating in vocational education programs, services and activities described in paragraphs (1) and (2), including dependent-care services and transportation."

Additional requirements for programs or services designed to remove sex bias and stereotyping and to provide equal access to vocational programs and services are addressed in the Results-based Monitoring Instrument currently being piloted by the Texas Education Agency as well as in the monitoring instruments used by the Texas Higher Education Coordinating Board. These indicators should help to determine if secondary and postsecondary institutions are in compliance with state and federal laws.

One definition of a program, according to Webster, is a "plan or system upon action may be taken toward a goal.:" Therefore, Sex Equity Programs would be those which set forth plans to meet the goals designated by law and the plans would address those components as specified by law. Such programs are characterized as follows:

1. Funded Projects/District Plans

a. Equity programs must have trained staff.

b. An assessment must be made to determine students' needs.

c. An assessment must be made to determine staff needs.

d. A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.

e. An assessment must be made to identify resources needed.

f. Equity programs must be developed based on the desired impact of the program.

g. Equity programs must have complete administration and staff support for implementation.

h. Equity programs must include recruitment activities for nontraditional careers and vocational programs which are free of sex bias and stereotyping.

i. Programs must have evaluation plans.

j. Programs should include coordination with other service agencies.

k. The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.

l. Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.

m. Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.

n. Equity programs must provide materials and activities which relate career choices with cultural sensitivity.

o. Equity programs must provide classroom environments which are bias-free for students.

p. Enrollment trends must be monitored.

q. Equity must be promoted to parents and community members through advisory committees, task forces, newsletters, etc.

r. When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.

2. Staff

a. Program directors must be aware of their own attitudes and biases in order to prevent perpetuating sex bias and stereotyping.

b. Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.

c. Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.

3. Developmental Guidance and Counseling

a. Career Exploration:

(1) Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, information, interests, and need rather than on the basis of gender.

(2) Students must be provided information on work force trends.

(3) Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.

b. Nontraditional Awareness:

(1) There must be a plan of operation which encourages students to enroll in nontraditional careers.

(2) Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.

(3) Students enrolled or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.

c. Materials:

(1) Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of bias and stereotyping.

(2) Career counseling materials must be current and reflect new, emerging, and nontraditional occupations.

d. Placement -- Placement activities which include assistance for entry into the work force and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.

4. Student Services

a. Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.

b. Vocational programs for skill training must be available.

c. All supplementary services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.

d. Dependent care must be provided when needed.

e. Transportation must be provided when needed.

f. Support services other than d and e.

NEEDS ASSESSMENT

Based on the assumption that secondary vocational administrators, postsecondary vocational deans/directors, or designated responsible persons understand what the law entails with regard to a sex equity program, the next step in the planning process is to determine if a need exists. For the purpose of this manual, the real question is "What is the need for an organized program for informing students about nontraditional careers?" and, "To what extent is the institution in compliance with Title II of the Education Amendments of 1976 as they relate to the sex equity provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990?" Such a needs assessment should target several specific populations including administrators, counselors and teachers.

To state that all students will have equal access to vocational programs is insufficient. Are students, especially females, provided information that will encourage them to consider taking advantage of the equal access provision? The assessment is not to determine the compliance of administrators, counselors and instructors with the equal access requirement. The assessment must be made to determine if students' needs for equal access information and the counselors' and instructors' needs for activities free of sex-stereotyping and sex discrimination are being met.

Following are three lists of suggested assessment activities that may be used to identify the need for a program to inform students about nontraditional careers:

SUGGESTIONS FOR ADMINISTRATORS

- Gather statistical information on the following for 1988-89, 1989-90, 1990-91 and 1991-92:

    -total number of students enrolled in local programs
    -number of students who majored in or pursued traditional careers or courses (include percentages by sex and age)
    -number of students (include percentages by sex and age) who majored in or were enrolled in nontraditional careers or courses

-projected worker supply and demand for 1990-1995 (from the Texas Employment Commission, State Occupational Information Coordinating Committee or local Quality Work Force Planning Committee) by job title
-categories for number of workers expected to be trained through secondary programs, government training programs, proprietary schools, postsecondary institutions from similar information sources are previously listed
-projected number of workers to move into the state
-facilities and equipment to determine ability to meet the needs of existing and projected programs which should include sex equity actions
-number distribution by sex of institutional employees

* Examine the following student information, computed according to sex of students:

-student placements and compensation in work-study programs
-the number of counselors assigned to students
-the program completion rates
-the number of job placements of students in occupations for which trained
-the number of students placed in work-study, apprenticeships, cooperative work positions and placement locations
-the number of students who are continuing their studies at higher levels

* Encourage instructors/faculty personnel to evaluate their own sex-fair teaching behaviors, using self-assessment and student feedback questionnaires.

* Survey attitudes of the groups listed below toward sex bias in vocational programs and nontraditional job opportunities:

-local school boards/trustees
-personnel directors
-secondary and postsecondary administrators
-employees
-employers
-faculty/staff
-students
-parents
-community leaders
-professional groups
-civic organizations

* Analyze data by sex by comparing the current status of students with the projected needs and goals of the programs offered.

- Disseminate needs assessment and program status findings to all appropriate school personnel, students, parents, employers, employees, media and interested community groups.

SUGGESTIONS FOR COUNSELORS

- Conduct a needs assessment of all students interested in enrolling in a nontraditional career course or program of study.

- Periodically conduct assessments for biases in counseling practices, utilizing feedback from students, parents and employers.

- Review records to identify patterns of bias on the basis of students' ages,k sex and economic status.

SUGGESTIONS FOR INSTRUCTORS

- Periodically assess classroom teaching practices by obtaining feedback from students and parents.

- Determine whether existing programs give equal emphasis to the achievement of both females and males.

- Examine programs for differential performance standards, graduation requirements, work groups and assignments for either sex.

- Systematically review all existing instructional materials for evidence of sex bias.

Prior to conducting the needs assessment, a survey may be conducted of administrators, counselors and instructors. The primary purpose of the survey is to create an awareness of the purpose of the needs assessment. The forms for the survey are presented in the **ACTIVITIES** section of Chapter V. of this manual.

The findings of the needs assessment will determine to what extent there is a need for an organized program or effort to inform students about nontraditional careers. The findings will also provide the basis for developing a rationale or statement of need for the program.

ADMINISTRATIVE SUPPORT

Without the support of the administration, it would be fruitless to plan or attempt any activity that requires the efforts of more than one individual within the institution. In order to obtain administrative support, the secondary vocational administrator, the postsecondary vocational dean/director, and/or the designated responsible person will need to share information relative to the need for the program or activity with his/her superior. In some schools, administrative support will be essential in order to conduct an official needs assessment. The administrator can then assign the responsibility for conducting an assessment and development of a rationale to determine the need for an organized equity program in vocational education to appropriate personnel. When the assessment is completed and the statement of need or rationale is developed, it can be presented to the administrator making the assignment.

After obtaining the necessary administrative support, a task force should be created to develop equity with services and activities designed to meet the identified needs. Persons invited to serve on the task force should be committed to the idea of equity and be willing to spend the time necessary to develop a comprehensive sex equity program for vocational education.

IDENTIFICATION OF AREAS OF DESIRED IMPACT

The results of the needs assessment will identify the areas in which the impact is most needed (i.e., administrative policies, curriculum materials, faculty development, guidance services, etc.) After the areas of desired impact have been identified, a specific program of services and activities can be designed. In many cases, it may be found that impact in some areas may be achieved by planned infusion of a concept of knowledge into an existing activity or lesson.

As the activities are identified for the equity program, it will be necessary to identify whether there is a need for new materials and personnel. In many cases, the materials are readily available and are inexpensive or free while in most cases, new personnel will not be needed. A program designed to meet the equity needs of a large institution may need only a portion of someone's time to coordinate all of the planned activities. The strategies presented in this section are estimated to require approximately ten percent of an individual's time for coordination and direction.

OBTAINING RESOURCES

The design of the program and the planned activities will determine the kind and amount of resources needed. Examples of resources will be discussed in a later section of this manual.

In many cases, the resources needed for the planned activities are currently available without cost within the community. For the implementation of a new program, it will be necessary for one person to be assigned the responsibility of developing, implementing, coordinating and evaluating the program. This assignment might be given to a curriculum director or vocational counselor within the institution.

COORDINATION WITH CONTRACTED EQUITY SPECIALIST

Federal vocational education funds have been used by the Texas Education Agency to contract for sex equity projects designed to provide secondary schools with equity specialists' services throughout the State. Most of the contracted projects are housed in regional education service centers. They maintain lending libraries of sex equity materials, sponsor and/or conduct workshops on sex equity issues for public school personnel, work with special advisory committees and, upon request, provide schools with a multitude of other special services designed to eliminate sex bias and stereotyping in secondary vocational education. Many postsecondary institutions across the State have successfully competed for sex equity projects. The contracted projects employ equity specialists. They coordinate the institutions' sex equity programs through a variety of activities, services, and resources. These specialists are a unique resource and certainly should not be overlooked when sex equity programs are being developed at the local level.

IV. CAREER DEVELOPMENT

by Dr. Vickie R. Geisel

The Texas economy of the twenty-first century mandates that an educational system, wherein all students will develop essential skills that will enable them to live and work in a changing future, be aware of a board range of traditional and nontraditional career opportunities, and recognize the need for strong academic foundations. These skills will enable all student completers to prepare further via college, four year university, and/or apprenticeship and on-the-job training for their chosen career. The need to redefine the structure of traditional career counseling services from supportive, crisis-oriented, quasi-administrative groups of services to a comprehensive developmental career guidance and counseling program which is proactive, preventive, goal-oriented, sequentially planned and accountable has been the focus of national developments.

THE ROLE OF THE GENDER-FAIR COUNSELOR

To move from the limiting gender-role system of the past to the synergy of the future, career guidance and counseling specialists need to help students make changes. The gender-fair counselor of today is successful in empowering people to manage their careers and effect a career development transformation in society.

Gender-fair counselors are knowledgeable regarding career information and skilled in applying socialization processes and developmental issues. They also understand the philosophy that is the basis for facilitating understanding of self and student/client, client self-development and student/client change. The gender-fair counselors are very knowledgeable of professional roles and ethical standards that monitor the delivery of counseling services. Gender-fair counselors promote equitable treatment of females and males across multiple roles and settings. Gender-fair counselors will assist society in the future to gain these characteristics:

1. Females and males will be able to make choices and decisions according to their interests, talents, values, and activities rather than by gender. Females and males will be allowed to develop multi-potentialities which both sexes possess. Children will experience gender-fair child rearing at home and equity in education, counseling, and curriculum at school.

2. Distribution of females and males in education and work will be more equitable.

3. Instead of females being "less than" and males "greater than," they will have more solid relationships because they will be able to relate as equals.

4. Females and males will gradually give up their stereotypes. People will not be labeled, and assumptions due to gender, race, age, disability, or ethnic group will be stopped. They will learn to relate on the basis of their humanness.

5. Greater opportunity to develop their potential and dignity will exist for youth, racial and ethnic minorities, the economically disadvantaged, the disabled, and the aging.

If gender-fair counselors become conscious of the past gender-role system and its impact on the career development of women and men and can envision male/female synergy of the future, then they can commit themselves to developing gender-fair counseling strategies and programs. These effects will change the quality of work, learning, and family life to an integrated whole and an improved quality of life for all.

Gender-fair counselors play an important role in the facilitation of career development. They can also impact the career choice or decision by their own values and biases on development, especially career development.

During the next few years counselors will witness dramatic changes in the ways young people are socialized in terms of self-concepts, family, and occupational roles. Gender-fair counselors and other influential professionals must be prepared to respond to these social changes. They must be ready to deal with those people, young and old, who will be affected by changes in social, occupational, and personal roles.

Gender-fair counselors need to combat years of gender-typed socialization and practices. They need to be aware of role conflict and assist males as well as females to examine all of their options. Females and males need to be provided with the necessary support and assistance needed to stimulate and realize their diverse interests.

The gender-fair counselors of today need to encourage the client/student to make considered and informed judgments about the lifestyles in which they will be engaged. The counselor's need to guide the students to critically examine their attitudes along with society's prevalent gender-role myths. Counselors must help the students to understand and prepare for future stress and pressures which women and men are experiencing in a fast-changing society.

Before counselors can become more effective in helping students to recognize gender-role stereotyping, they must first identify their own biases and attitudes toward career options. It is difficult for counselors to recognize and appropriately deal with biases if they share the same biases as their students. If counselors believe that "the woman's place is in the home" or that "no woman wants an outdoor construction job," then they will be ineffective in the promotion of gender equity.

Gender-fair counselors need to become aware of bias in their own attitudes and behaviors embedded through their own unconscious socialization, in guidance materials, and in gender typing of occupations and subjects. They need to develop new goals in their counseling techniques which will be appropriate for eliminating the old sex-role system. Several suggested changes in counseling goals, strategies, and techniques are as follows:

1. To focus on life patterns and roles as well as careers in guiding all students to prepare for economic independence and family roles.
2. To equally guide all students to become aware of their own career socialization and to develop more fully their own potential.
3. To guide students/clients to be in control and to create their own futures through examining all possibilities, identifying social needs, and creating entrepreneurial activities that help meet those needs and not just prepare them to fit into a diminishing pool of available occupations.
4. To assist students to work toward role integration in a society in which work, family, ecological, consumer, and spiritual values are changing.
5. To guide all students to become more aware of their own career socialization and to develop more fully their own potential.
6. To guide females to be in control and to create their own futures through examining all possibilities, identifying social needs, and creating entrepreneurial activities that help meet those needs and not just prepare them to fit into a diminishing pool of available occupations.
7. To assist all students to work toward role integration in a society in which work, family, ecological, consumer, and spiritual values are changing.
8. To assist all students in seeing their occupation as only one part of career and to reflect on work values in relation to other life values.
9. To assist all students to move beyond the gender-role stereotypes which limit the range of options they are willing to consider and choose. The greatest challenge for gender-fair counselors in the future will be to help individuals cope with and manage the changes in their lives.

10. To develop counseling strategies which discard gender stereotypes.

11. To be prepared to listen to and counsel females and males who are considering a number of alternatives, both inside and outside the home, and to help them choose the alternative most consistent with the quality and style of life they prefer and most consistent with their emerging self-concept.

12. To be aware of a female's and male's developmental stage and of "where she or he is coming from" as a person.

13. To provide counseling sessions which include analysis of possible conflicts and problems of entering nontraditional careers.

14. To provide students with current information with which to explore nontraditional career options.

15. To ask and encourage students to clarify their values with respect to gender role stereotyping.

16. To provide nontraditional role models and mentors as resource people when students express interest in nontraditional careers.

17. To encourage and support nontraditional career, academic, and/or personal choices.

18. To create a counseling environment in which the student/client feels safe to address gender issues.

19. Integrate technological resources which enhance the delivery of gender-fair counseling services.

20. Assume responsibility for confronting colleagues who exhibit gender-biased attitudes and sex-discriminatory behaviors.

21. Exemplify gender-fair attitudes and behaviors in personal, professional, and public interactions.

22. Establish and utilize a referral system sensitive to gender issues.

Recruitment Strategies

Gender-fair counselors who are assigned responsibilities for recruitment in technical education or counsel with students who are undecided about their futures need to possess the following characteristics and responsibilities:

1. Fulfill a "counselor" role while interacting with all types of individuals.
2. Listen to, analyze, and synthesize information, and provide available alternatives for entering nontraditional careers.
3. Promote the overall benefits of technical education through nontraditional career education.
4. Commit to people and to technical education.
5. Follow through immediately with resource materials on nontraditional careers.
6. Encourage individuals to think broadly about their decisions and explore nontraditional careers.
7. Believe in and advocate gender equity.
8. Explore definitions and examples of gender-role stereotyping in career counseling and career education.
9. Survey current career interest inventories for gender bias.
10. Enlist the community support of a variety of models of nontraditional roles.
11. Distribute career and salary facts about nontraditional workers.
12. Analyze gender-role stereotyping in program brochures; develop and/or revise to show equal opportunity.
13. Collect gender-equity career information relating success stories.
14. Develop a gender-equity marketing and advertising plan.
15. Advocate for change in society's and employer's attitudes.
16. Support services and groups for students in gender-biased programs.
17. Instructors, staff, and employees recruited as role models and mentors.

18. Develop gender-equity career exploration programs.
19. Utilize career assessment instruments that are biased-fair.
20. Provide gender-equity awareness workshops and seminars.

Identification of Barriers

For every individual there will usually exist short and long-term barriers to staying in school, enrolling in a nontraditional skill class, or working in a particular occupation. Some barriers can be eliminated through financial assistance, work/cooperative training, vocational grants, institutional resources and funds, and community networking. Gender-fair counselors need to be able to explore and make the student aware of the possible barriers which could affect an occupational choice. Some barriers or difficulties encountered by students enrolled or attempting to enroll in nontraditional classes are the following:

1. Financial
2. Scheduling of classes
3. Single parent problems with children
4. College versus work
5. Family problems
6. Child care
7. Food stamps versus part-time work
8. Studying and testing for older learners
9. Peer acceptance of major
10. Income included in grant application

11. Perceived lower grades because of gender
12. New and unfamiliar terminology
13. Applying for financial aid
14. Lack of support from family
15. Health issues, self and family
16. Transportation

Perceptions of Why Females and Males Do Not Enroll in Nontraditional Programs

1. Feel intimidated
2. Afraid they will not be accepted
3. Feel they cannot do the work
4. The socialization of females and males
5. Peer Pressure
6. Lack of current and appropriate career information
7. Discouraged by counselors and instructors
8. Lack of academic background, such as math
9. Lack of family support
10. Difficult to get into the programs
11. Do not want to get dirty
12. Fear of not being feminine or masculine
13. Do not want to be different
14. Fear of change

15. Physical limitations
16. Do not want to compete with opposite gender
17. Feel they will not advance on the job

Gender-fair counselors need to assist the students/clients in knowing if the barriers are too great to overcome and to be realistic about their decisions. If several barriers can be eliminated by the institution, the gender-fair counselors need to work with the administrators to provide support services so that future enrollment of gender equity students is only a temporary postponement. Some alternatives and support services that may eliminate barriers for students enrolled in nontraditional programs are listed as follows:

1. Dependent care assistance (one of the biggest barriers)
2. Academic support, e.g., tutoring
3. Gender equity development/placement information and assistance
4. Internships in training area
5. Personal counseling
6. Job acquisition skills
7. Financial aid
8. Transportation assistance
9. Off-campus classes
10. More reference books
11. Scholarships for students in nontraditional programs

12. Mentor program
13. Gradual enrollment in classes
14. Seminars/workshops dealing with nontraditional careers
15. Support groups
16. Designated office and contact person

Career Development for Women

The influence of internal and external factors on a woman's career development has been widely discussed. The gender-role system has limited women's educational and occupational options, social and intellectual development, and economic status over the life span due to this lack of career information, adult models, and sense of self-direction. The female stereotype becomes internalized and reinforced by society, causing it to continue into adulthood. Some of the factors which have been combined into a deficit model that limits women's options and keeps them from developing their human potential are the lack of the following:

1. Work orientation
2. Planning orientation
3. Role models
4. Self-esteem
5. Mathematics/science and athletic training
6. Economic independence
7. Managerial skills
8. Messages other than the Cinderella syndrome of being submissive,

dependent, invisible, and passive

In counseling women considering a non-traditional career, gender-fair counselors need to be very aware of and sensitive to how women have been stereotyped and programmed. Counselors need to realize that some women's lives have been defined by the family and the family life cycle, whereas men's lives have been defined by work and career success.

Women have different needs in their career development and personal development processes. Counseling approaches for female clients include the following:

1. Help females think of themselves as persons, to affirm their sense of personal worth, to face and work through their identity or role conflicts.
2. Assist females to consider a wide range of occupational options in addition to the traditional stereotyped ones. Do not be shocked when a woman wants to be a welder or draftsperson.
3. Facilitate communication with women in those atypical fields as well as typical ones.
4. Help females think through and plan for multiple roles as workers and parents.
5. Assist females with learning the process of decision-making.
6. Assist females to choose a career in accordance with their values, abilities, motivation, and preferences from a variety of patterns.
7. Help females to clarify values if based on misinformation.
8. Be aware of a female's developmental stage and "where she is coming from" as a person and a woman.
9. Help young women to think in terms of short-term and long-term goals.
10. Help females develop independent behavior, self assertiveness, and the ability to channel energies toward a goal and self-confidence.

11. Encourage vicariously experiencing a number of career options through guided fantasy and the directed reading of biographies and career-related fiction.

12. Develop counseling strategies which discard or eliminate gender stereotypes, not just exchange them.

13. Encourage females to have higher expectations and to expect more successful performance. Males generally have higher expectations and expect more successful performance, and boys expect to perform better on a given task than girls. When a woman fails at a job or task, she did not have the skills necessary. When a man fails at a job or task, the task or job was too difficult.

14. Encourage females to work independently.

15. Help females to trust their own individual decisions.

16. Encourage females to develop more fully an internal individual standard for excellence.

17. Encourage females to stay in math and science classes.

Career Development for Men

The career development of men has been studied longer and more intensively than women's. More career development texts and interest inventories are written by men and prorate from a premise of men and career. Some of the male stereotypes as perceived by society include:

1. Be leaders

2. Be strong and athletic

3. Develop mechanical, analytical, and mathematical abilities.

4. Be competitive, autonomous problem solvers

5. Strive for career success which equals self worth

6. Strive for personal achievement.

Men today are beginning to examine their own lives from a communal perspective, as women have done for long time. The male has suffered due to gender stereotyping. Research has documented the stress that stereotyping places on boys and men. It is not by accident that our male population has had a higher mortality rate than women in the past.

Mike Wallace of "Sixty Minutes" stated that men feel compelled not only to achieve, but to keep out-doing themselves just to maintain their sense of self-worth. From the early years, boys are taught the lessons of intense competition

Males are expected to acquire prestige and status for themselves and their families, respect among peers, and are generally known as being the main providers. Men have been expected in the past to be the primary wage earners of their families; however, this is changing as the demographics of the head of household is changing. Boys grow up knowing this and as a result may not feel free to pursue career alternatives which have lower salaries or entail great risks, even though such careers may provide a great deal of satisfaction. The creative arts are often rejected by males because they feel the monetary risks are too great. Failure is feared because success at work reinforces their masculinity and sense of worth. On the other hand, success is feared because it does not always mean happiness and satisfaction in life.

Behaving in the prescribed masculine manner limits a male in developing traditionally accepted "feminine" qualities such as warmth, emotionality and patience. Behaving in one's prescribed gender role norm means suppressing any interest one might have in career fields which have been socially identified with the other gender.

Researchers are also beginning to look at men's lives in some new ways--balancing of work, relationships, and leisure; the negative consequences of male socialization; male/female employment combinations (dual career); mid-life career shifts and pre-retirement; and gender-role strain.

The following recommendations have been made concerning counseling males:

1. Assess the gender-role conflict and strain in males and the degree that gender-role conflicts limit their emotional, interpersonal, and physical lives.
2. Assist males to think through and plan for multiple roles as workers and parents.
3. Assist males to explore their fear of femininity and gender-role conflict patterns through consciousness-raising experiences.
4. Encourage males to develop and include their sensitivity and nurturing qualities in their life-planning goals.
5. Provide educational and preventive programming to assist those experiencing gender-role conflict and strain.
6. Help males to understand their attitudes and values toward gender-role changes.

Freeing males from rigid gender-role constraints perpetuated by stereotypes and socialization through gender-fair counseling should be a major goal of gender-fair counselors.

RESOURCES

Students need information about nontraditional careers. Suggestions for the counselor providing information include the following:

1. Occupations in high local demand, employing companies, labor market information, and opportunities for a non-traditional career.
2. Job advancement, potential salary, training required, work environment that shows gender equity is emphasized.
3. Materials encouraging gender-biased careers.
4. Role models or mentors available to discuss the positive side to choosing a gender-biased career.
5. Role models or mentors available to discuss the struggles, barriers and challenges of choosing a gender-biased career.
6. Allowing the student to visit a few classes and/or work sites where the majority of the class is one gender.
7. Having students interview or shadow someone who has chosen a gender-bias career.
8. Being cognizant of training and job availability within local and regional area.
9. Emphasizing nontraditional training by removing roadblocks, both imaginary and real.

The goal of gender-fair counseling is to assist the student to make a career decision and to investigate the advantages and rewards of a gender-bias career.

CAREER ASSESSMENT INSTRUMENTS

In selecting career assessment instruments, sample copies need to be obtained and examined thoroughly to determine whether or not they will meet the needs of their particular students and situation. The following list of commonly used vocational assessment instruments for postsecondary students can be used as a general guide to determine which tests might be appropriate for possible adoption. The instruments listed are not inclusive of all career assessment instruments available but examples of instruments that deal with career development and are appropriate for the college student.

1. ACT Career Planning Program (CPP)
2. Adult Career Concerns Inventory (ACCI)
3. Adaptability Test
4. Assessment of Career Decision Making (ACDM)
5. Career Assessment Instruments (CAI).
6. Career Decision Scale (CDS)
7. Career Development Inventory (CDI)
8. Career Maturity Inventory (CMI)
9. Career Path Strategy
10. College Major Card Sort
11. Employment Readiness Scale
12. Kuder Career Development Inventory
13. Major-Minor-finder (M-M-F)
14. Motivated Skills Card Sort (MSCS)
15. Myers-Briggs Type Indicator (M-BT)
16. Ohio Work Values Inventory
17. U.S. Employment Service Interest Inventory

---

* Adapted from: Whitfield, E. A., Kapes, J. T., & Mastie, M. M. (1988). User's matrix of career Assessment instruments. In J. T. Kapes & M. M. Mastie (Eds.). A Counselor's Guide to Career Assessment Instruments (2nd ed.) (Appendix C). Alexandria, VA: The National Career Development Association.

The following list of vocational assessment instruments may be used as a guide for secondary students:

Combination Interest and Aptitude

ACT Career Planning Program (CPP)
**APTICOM*
Aptitude Based Career Decision/Interest Based Career Decisions (ABCD/IBCD)
Career Assessment Battery (CAB)
Career Survey
Differential Aptitude Test/Careers Interest Inventory
Individual Career Exploration (ICE)
**Micro-Computer Evaluation and Screening Assessment (MESA)*
Micro D.O.T.
Occupational Aptitude Survey and Interest Schedule (OASIS)
System for Assessment and Group Evaluation/Compute-A-Match (SAGE)
Vocational Interest, Experience, and Skill Assessment (VIESA)
World of Work Inventory (WOWI)

APTITUDE

Paper-And-Pencil Aptitude
Bennett Hand Tool Desterity Test
Bennett Mechanical Comprehension Test
Career Ability Placement Survey (CAPS)
Differential Aptitude Test V (DAT)
Discorver What You're Best At
Flanagan Aptitude Classification Test (FACT)
Minnesota Clerical Text
Purdue Perceptual Motor Survey
Revised Minnesota Paper Form Board Test
USES General Aptitude Test Battery (GATB)

Performance Aptitude

**Bennett Hand Tool Dexterity Test*
Career Ability Placement Survey (CAPS)
Career Orientation Placement and Evaluation Survey(COPES)
**Crawford Small Parts Desterity Test*
**Flanagan Aptitude Classification Test (FACT)*
**Ludlow Evaluation of Lifting and Carrying (LELAC)*
**McCarron-Dial System (MDS)*
Microcomputer Evaluation and Screening Assessment (MESA)
**Minnesota Rate of Manipulation Test (MRMT)*
**Minnesota Spatial Relations Test*
**Perceptual Memory Test*
Prevocational Assessment Screen (PAS)
**Purdue Pegboard*
Test of Spatial Analysis
**Vocational Skills Assessment and Development Program*
Work Assessment Package

INTEREST

California Occupational Preference System (COPS)
Career Assessment Inventory - The Enhanced Version (CAI)
Career Exploration Series
Career Interest Test (CIT)
Career Planning System Level 1 (CPS)
Career Targets
Comprehensive Career Assessment Scale
**Geist Picture Interest Inventory*
**Geist Picture Interest Inventory (Deaf Form)*
Gordon Occupational Checklist II
Harrington O'Shea Career Decision-Making System (CDM)
Heckman-Gaither Interest Inventory
Interest Determination, Exploration and Assessment System (IDEAS)
Interest Based Career Decision (IBCD)
Inventory of Interests
Judgement of Occupational Behavior Orientation (JOB-O)
Kuder General Interest Survey Form E (Kuder E)
Kuder Occupational Interest Survey (Kuder DO)
Missouri Occupational Preference Inventory (MOPI)
Ohio Vocational Interest Survey (OVIS II)
**Pictorial Inventory of Careers (PIC) (NR)*
**Picture Interest Exploration Survey (PIES) (NR)*
**Reading Free Vocational Interest Inventory (R-FVII) (NR)*
**Self-Directed Search (SDS) Form E*
Strong-Campbell Interest Inventory (SCII)
USES Interest Inventory (USES II)
Vocational Research Interest Inventory (VRII)
**Vocational Interest and Sophistication Assessment Level 1 (VISA)*
**Vocational Interest Inventory and Exploration Survey (VOC-Ties)*
**Wide Range Interest Opinion Test, Revised (WRIOT) (NR)*

WORK SAMPLES

**Carrels for Hands On Individualized Career Education (CHOICE)*
**Comprehensive Occupational Assessment and Training System (COATES)*
**Hester Evaluation System (HESTER)*
**Jewish Employment and Vocational Service Work Sample System (JEVS)*
**Micro-Tower System*
**Microcomputer Evaluation of Career Areas (MECA)*
Project Discovery
**Skills Assessment Module (SAM)*
**Singer Vocational Evaluation System*
**Talent Assessment Program System (TAPS)*
**Testing, Orientation, and Work Evaluation Rehabilitation (TOWER)*
Tool Tech Today
**Valpar Component Work Sample Series (Valpar)*
**Vocational Information and Evaluation Work Sample (VIEWS)*
**Vocational Temperament and Aptitude System (VITAS)*
Systematic Approach to Vocational Evaluation (SAVE)
**Wide Range Employment Sample Test (Wrest)*

Career and occupational counseling should not be a one-shot affair. Following the initial assessment and explanation of results, the gender-fair counselor and/or instructor needs to continue to meet with the students. Students often change their minds or develop new interests as they pursue their education. Their awareness of different occupational options, decisions made about technical career choices may change, as the students participate in education or training programs.

The student of today needs to be encouraged to continue career and occupational exploration and to continue visiting with a counselor or teacher/instructor if they have additional questions or concerns. They need to understand that career decisions made are not set in stone and can be changed.

Gender-fair counselors doing career guidance must possess awareness of the profound transformations occurring in technology and in human perception. The projected shift for the future is from gender roles to synergy which reflects a reconciliation between the genders at a deep level, a greater harmony between what used to be masculine or feminine qualities. The future of synergy could mean the end of the battle of the sexes and a synthesis of the best qualities and characteristics of each.

Because the residues of the old sex-role system are still present, powerful, and having negative effects, it is necessary to create positive interventions for both youths and adults in curriculum, in counseling, and in programs. One of the greatest challenges for career guidance in the future will be to help people cope with and manage the changes in their lives. Helping people understand and manage life transitions and empowering them to bring about planned changes in their own personal lives and work environments may be one of the major contributions of gender-fair counseling.

THE ROLE OF THE INSTRUCTORS/TEACHERS

A new challenge is facing instructors/teachers today as increasing numbers of males and females are exploring nontraditional occupations by enrolling in programs nontraditional to their gender. The role of the instructors/teachers is to assist these students to become an accepted part of the classroom. Instructors/teachers should increase awareness of issues related to gender equity and nontraditional occupations.

Appropriate Classroom Behaviors

One of the first issues that the instructor/teacher will need to address in the traditional classroom environment for the nontraditional student will be the obvious or not-so-obvious gender biased attitudes of the traditional students. By exhibiting positive, accepting behavior toward the students for whom the class is nontraditional, the instructor/teacher will be setting a good role model for the rest of the students. For the instructor/teacher to provide a gender-fair classroom, nonsexist language and materials that are inclusive of both genders should be used. Also, the instructor/teacher will need to maintain the same classroom expectations for the nontraditional students as well as traditional students.

Materials and Instructional Techniques

Materials and instructional techniques instructors/teachers use in the classroom need to include nontraditional students and increase gender awareness. Examples of instructional classroom techniques include the following:

1. Using supplemental materials such as audio/visual presentations, posters, or bulletin boards and handouts which are gender inclusive.
2. Modifying instruction to include the usage of generic pronouns and gender inclusive terms (e.g., he or she, they, police officer, fire fighter).
3. Conduct classroom activities that address gender equity issues and awareness.

4. Collect current newspaper and magazine articles that depict the changing roles of women/men.

5. Collect current articles from professional journals, newsletters or newspapers on the issue of gender equity.

Several examples of activities to promote gender equity awareness that can be modified for classroom discussion can be found in the **ACTIVITIES** section of this manual found in Chapter V. An example of a classroom awareness exercise at the beginning of the semester would be for the class to identify and discuss the obvious and not-so-obvious stereotypes in texts and other printed materials, or in known work sites.

To promote gender equity awareness and to be a role model for gender equity, the instructor/teacher needs to constantly assess the textbooks, handouts and audio/visuals for gender bias information. Assessment and evaluation techniques that the instructor may use to eliminate gender stereotyping in materials presented might be:

1. Are both males and females shown in traditionally gender-biased occupations? Both female and male welders?

2. Is there any evidence of tokenism? One female in a group of ten male construction workers? One male in a group of female secretaries?

3. Is either gender consistently shown in serving, assisting, and other secondary roles? Women as supervisor of nurses with males as orderlies?

4. Are work roles tied to social roles? Are men shown making coffee? Are women the only part-time workers?

5. Are traits such as independence, decisiveness, drive, ambition, creativity, and loyalty indicated for both females and males?

6. Are there unnecessary references to physical attributes? The macho truck driver? The sexy receptionist?

7. Are suggestions for grooming and personal appearance directed to both males and females?

Community and Agency Resources

Developing gender equity and nontraditional resource materials from the community and state agencies will assist the instructors' implementation of equitable education and guidance for students. The following suggestions have been developed by Woolridge (1984) to create gender bias-free information resources:

1. Provide display information from employment offices on employment trends and training programs. Spotlight statistics on women's involvement.
2. Request current informational pamphlets about women and employment from the Women's Bureau, U. S. Department of Labor.
3. Identify national, state and local organizations that can provide resources or speakers on sexism and its effects.
4. Provide a list of financial aid resources for women and nontraditional workers.
5. Obtain career literature from state agency.

The example of resources and materials previously listed should be current and continually updated and accessible for all students and educators.

Mentors or Role Models

For students to be successful in nontraditional programs and in their future careers, they need to be exposed to good role models who have been successful in nontraditional careers. Because of the scarcity of role models in nontraditional occupations, a mentor may be identified that can enhance the success of nontraditional students. Example of activities or outside resources that will provide role models or mentors are as follows:

1. Maintaining a file of workers in nontraditional occupations, willing to serve as guest speakers, panel members, resource persons, or advisory committee members.
2. Identifying a list of workers in nontraditional occupations that would be willing to be mentor for the student during their academic career and after graduation.
3. Maintaining a list of workplaces that students can visit that have individuals employed in nontraditional careers.
4. Identified guest speakers that can talk not only about choosing a nontraditional occupation, but about the need of family support; realistic job barriers and attitudes; and other related concerns.

Inservice for Instructors/Teachers

To eliminate gender stereotyping in the classroom, instructors/teachers need to be provided information and teaching techniques related to gender equity and nontraditional occupations. For the workshops or inservices to be successful and to provide a vehicle for disseminating information to all instructors, it is important to involve instructors in the planning process. Workshops or inservices that might be appropriate for the instructor/teacher are:

1. Current legislation that relates to gender bias and nontraditional careers.
2. Future work force needs and trends, characteristics of the future work force.
3. Awareness of gender stereotyping and bias, as it relates to self, students, and occupations.
4. Classroom activities, strategies and techniques for developing gender equity awareness among students.

5. Identification, recruitment, and retention of students in nontraditional technical programs.

6. Identification of community and college resources available to instructors and support staff.

7. Recognizing and eliminating gender bias in teaching techniques and educational materials.

8. Facts, statistics and myths associated with nontraditional workers.

9. Strategies for evaluating program effectiveness and improvement, and follow-up of program completers.

THE ROLE OF ADMINISTRATORS

For the elimination of gender stereotyping and bias in the classrooms, counseling and career development, administrative support is necessary. While instructors/teachers and gender-fair counselors provide direct services to students, administrators set the tone for the campus learning environment, and the type of support provided programs, instructors/teachers and gender-fair counselors. The administrators also set the example for all personnel to network and work with community agencies and businesses.

Examples of Positive Administrative Support

1. Assist in providing the channels for informing the staff and community about programs and services available.

2. Provide and support a more flexible learning environment to meet the changing needs of the student and work force.

3. Involve the business community and agencies in collaborative efforts to provide services and develop programs to meet the specific needs of the student enrolled in nontraditional occupations.

4. Develop counseling and support programs which stress equal opportunities

for both genders in all occupational areas and provide support for students in nontraditional fields.

5. Encourage and support the development of programs or grants to procure additional funding sources for the gender equity student.

6. Develop and promote placement activities which include assistance for entry into the work force and/or additional postsecondary training provided for students enrolled in and/or completing programs nontraditional to their gender.

7. Implement public relations efforts which promote gender equity activities.

8. Consult with influential parties such as employers, community groups and the general public.

9. Become aware of career development purpose, philosophy, and goals.

10. Provide support for the resources required to encourage gender equity campus wide in the classroom and in counseling activities.

11. Use counselors' strength through instructor/teacher inservice, evening programs, individual and group career counseling.

12. Support campuswide career planning and development activities such as gender equity career days.

13. Provide adequate facilities, equipment, and instructional and resource materials for all programs so that both genders can participate equally.

14. Review funds appropriated for instructors, facilities, and equipment of traditional gender-biased classes to insure equitable funding.

15. Increase instructor/counselor awareness and responsibility for enrollment patterns in the educational institution/school.

16. Remember that female instructors/teachers are not necessarily less gender-biased in their attitudes and behavior than male personnel.

17. Encourage attendance at professional meetings and conferences that deal with gender equity.

18. Encourage professional growth by enrolling in courses offered on the topic of gender equity issues.

The role of the administration is to support the existing programs and to provide the learning environment that will continually be modified and upgraded as the needs of the student change.

Attaining Administrative Support

The following is a list of several ways administrative support can be attained:

1. Informal conversations with other educators.
2. Current statistical data and future trends and skills needed for the work force 2000.
3. Current legislation that promotes gender equity.
4. Presentations at appropriate staff meetings.
5. Campus wide survey of nontraditional student needs.
6. Evaluation of services presently being provided.
7. Support and feedback from students, business and community members.

THE ROLE OF GENDER-EQUITY COORDINATOR

Based on the provisions of Section 222 of Perkins II local sex equity coordinators or directors of funded gender equity programs are responsible for the following functions:

1. Develop programs of information and outreach to women, concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields);

2. Provide assistance and advice to the institution for expanding vocational opportunities for women;

3. Assist administrators, instructors/teachers, and counselors in implementing programs and activities to increase male and female students' enrollment in nontraditional programs;

4. Assist in the development of the local annual plan for the use of all funds available for such programs;

5. Assuring the provisions of support services and preparatory services for those participating in nontraditional vocational education programs, such as dependent care and transportation; and

6. Evaluate the effectiveness of the institution's programs and activities in meeting the education and employment needs of women in nontraditional occupations.

In Texas, these funds are also used at the secondary level to provide for regional gender equity grants, which usually employ an equity coordinator or specialist. Their responsibilities include the following:

- Plan and conduct staff development activities for teachers, counselors, and administrators designed to:

    Eliminate sex bias and stereotyping in vocational education

    Meet the objectives of the Carl Perkins Consortium project

- Provide information to students designed to:

    Inform them about nontraditional occupations and information designed to eliminate sex bias and stereotyping in vocational education

    Inform them about sequencing courses, and the variety of vocational courses available to them (C.P.)

    Provide them with an evaluation of their interests and aptitudes (C.P.)

- Assist schools to develop appropriate recruitment procedures, plans and suggestions for placement of students in vocational education programs.

- Assist schools in the design and operation of vocational education programs, services and activities to:

  Eliminate sex bias and stereotyping in vocational education

  Provide services to special populations students in vocational education

- Organize and coordinate a regional advisory committee.

- Coordinate program development and service activities with other related agencies and organizations.

- Acquire extensive knowledge of employment opportunities in region.

- Manage all program activities, complete all reports, and conduct evaluation.

Strategies and Techniques for Program Development

1. Work with teachers, curriculum directors, media directors, and librarians, in the establishment of gender equity resource bank of available and up-to-date materials.

2. Develop a marketing plan that will circulate gender equity materials both on and off campus.

3. Assess student survey evaluations of instructors and counselors.

4. Regularly examine criteria used to evaluate all job placement programs, extracurricular activities, honors, and awards.

5. Evaluate and project the reasons for under-representation of gender in technical programs.

6. Coordinate and establish a variety of activities, conferences, sponsored events, speakers, to provide visibility and promote acceptance of gender equity technical education.

7. Periodically circulate guidelines/recommendations for avoiding written and oral sexist language in any campus classroom, activated or printed materials.

8. Interview instructors of traditionally gender-biased courses for input concerning problems in recruiting nontraditional students.

9. Develop a series of mini-workshops for instructors to explore sexist attitudes and behaviors and how to eliminate them.

10. Distribute gender-bias attitude questionnaires to faculty and discuss methods for achieving gender-fair behavior in working with students.

Information regarding the current work force and the status of the world of work change, and new statistics and trends are reported periodically. It is important for the coordinator to keep up with the latest developments regarding career opportunities and the changing work force when coordinating career exploration and planning activities. The following suggestions have been developed by McDaniels (1989) for either coordinators or counselors:

1. **Read the major U. S. government sources.** The Bureau of Labor Statistics (Department of Labor) and the Bureau of the Census (Department of Commerce) have a variety of publications that can provide current data.

2. **Read relevant magazines.** There are a growing number of national, regional, and local magazines with relevant information (e.g., **Money, U. S. News and World Report, Working Women).**

3. **Keep up with new books in the field.** Newsletters and professional journals carry reviews of new publications. Information can also be obtained from exhibitors at conferences and from publishers. (e.g., *Megatrends for Women*).

The ideal situation finds instructors, gender-fair counselors, and administrators involved in a collaborative recruitment effort. No matter how much support counselors give students, they will not enroll without the assurance that the instructors believe in nontraditional equity.

Bibliography

A Comprehensive Career Development Guidance Program for Texas Schools. Educational Development & Training Center. Commerce, Tx: East Texas State University, 1990.91.

A Model for Gender-Fair Counseling: Viewer's Guide. Vocational Guidance and Counseling/Sex Equity Services Project. Indianapolis, IN: Indiana Commission on Vocational and Technical Education, 1989.

Choosing Occupations and Life Roles: Looking at Jobs. Module 2. Appalachia Educational Laboratory. Newton, MA: WEEA Publishing Center/Education Development Center, 1983.

Dahlberg, M. A manual for helping non-traditional students. Killeen, TX: Central Texas College. 1984.

Gysbers, N.C. Beginning Careers. San Francisco, CA: Josey-Bass Publishers. 1984.

Hollenback, K.L. Developing an Equity Handbook for Community Personnel. Pueblo Community College. 1985.

Kapes, J. T., with L. H. Parrish, T. R. Vansickle, and K. Vansickle. Vocational Assessment Handbook. EIMC, University of Texas at Austin: Austin, TX. 1988.

League of Women Voters Education Fund. Achieving Sex Equity in Vocational Education: A Crack in the Wall. Washington, D.C.: League of Women Voters of the United States. 1982.

McDaniels, C. The Changing Workplace: Career Counseling Strategies for the 1990's and Beyond. San Francisco: Josey-Bass Publishers. 1989.

Meer, C. G. Sex Role Stereotyping on Occupational Choices: A Career Counseling Manual. New Brunswick, N.J.: Rutgers University. 1982.

Peterson, G. W., with J. P. Sampson, and R. C. Reardon. Career Development and Services: A Cognitive Approach. Pacific Grove, CA: Brooks/Cole Publishing. 1991.

U. S. Department of Labor. WINC Curriculum Guide, Washington, D.C.: Women's Bureau, U.S. Department of Labor. 1984.

Whitfield, E. A. with J. T. Kapes and M. M. Mastie. User's matrix of career assessment instruments. In J. T. Kapes and M. M. Mastie (Eds.). A Counselor's Guide to Career Assessment Instruments (2nd ed) (Appendix C). Alexandria, VA: The National Career Development Association. 1988.

Woolridge, S. Career Education Resource Kit: Educational Activities to Eliminate Sex Discrimination in Schools. Newton, MA: WEEA Publishing Center. 1984.

V. STRATEGIES FOR IMPROVING SEX EQUITY IN VOCATIONAL/TECHNICAL PROGRAMS

by Nettye Medlock

COUNSELORS:

1. Recruitment

In 1992 the American Association of University Women released a report entitled, *How Schools Shortchange Girls*, which highlighted many issues that have seemed dormant for a number of years. In the report it was pointed out that the urgency of gender equity once uppermost in many educators' minds, especially when Title IX anti-discrimination legislation passed in the early 1970s, seems to have abated for many professionals and many institutions. After all, more women than men are enrolling in higher education at the baccalaureate level, and the gap that once existed has virtually disappeared. Only a college that has been single-sex or colleges with particular disciplines such as engineering or agriculture or nursing, once enclaves for only men or women, maintain a focus on gender issues. For others, the pressure has dissipated, or at least become subordinate to other more urgent campus concerns. The report reminds all of us in education that no matter how far we have come in addressing the issues of gender equity, we still have a great distance to go.

The implications that this report has for those in the professions of high school scholarship counselors, admissions and financial aid persons are noteworthy in light of the essential roles they play in the recruitment and placement of students at the campus level. Not only must they convince the presidents or superintendents, deans and principals, and faculties of the reality of the demographics in the educational pipeline, but remind them of the needs for the future.

According to the U.S. Department of Labor publication, *Workforce 2000: Work and Workers in the 21st Century (1987)*, by the year 2000, for the first time in history, a majority of all new jobs will require a postsecondary education; the best career opportunities will be in the professional and technical fields requiring the highest education and skill levels; and almost two-thirds of the new entrants into the American work force between now and 2000 will be women or minorities.

Thus, it is critical that concerted efforts be made to encourage female students to pursue the widest range of curricular choices, that the opportunities for reward and recognition are as open for them as they are for male students, and that faculties in all disciplines at all levels are ready to educate both sexes. Information must also be provided that addresses adequately the differences that do exist between the sexes, and at every level those concerned with issues of sex equity must be facilitator of change, not only at the campus level but also in the education community at large.

One process that impedes recruitment of women to colleges and universities is the over-emphasis that is placed on achievement tests. Too often the discussion about women and college enrollment begins with a focus on their weaker performance on standardized tests, particularly in the areas of mathematics and science. It is not unusual for the SAT and achievement tests to be used as examples of differential performance between male and female students and cited as reasons why, is that female students are thought to be less capable of handling the rigors of certain challenging courses of study. Those who reach such conclusions ignore the many reasons behind the score differentials. An examination of The College Board's, *College Bound Seniors: 1991 Profile of SAT and Achievement Test Takers*, reveals that almost since the SAT was first administered, females and males, as groups, have demonstrated different levels of performance. For many years, the differences followed the stereotypical, and perhaps expected, pattern of females scoring higher in the verbal area and males scoring higher in math. Because that seemed reasonable, given the educational patterns and career expectations of the country, it received little attention. However, starting in the early 1970s, female students began to lose the advantage they once held on the verbal section of the SAT, while making little progress in math. The variance in recent times between the two groups has been as much as 13 points on the verbal and 52 points on the math sections. It also should be noted that similar score differences between males and females are exhibited in other nationally administered tests.

The *College Board Review (Spring 1992)* in an article entitled, "Closing the Gender Gap: What's Behind the Differences in Test Scores, What Can Be Done About It?," speaks to the issue of recruiting by suggesting that, "As facilitator of change, educators must make sure that the academic environment fosters growth for all students." In formulating strategies for where we go in the future, the following conclusion was offered:

> "The demand for competent professionals in all fields, especially technical areas requiring strong preparation in math and science, requires that we refocus our attention on the needs and aspirations of women. We must think creatively about our methods of instruction so that we can create an environment that fosters exploration and inquiry in all disciplines, for all students.

> We must find, and use, all forms of measurement, so that women's accomplishments and competencies are adequately assessed and we must insure that the form of assessment does not inappropriately steer women away from certain fields of study. and most of all, we must make sure that the pipeline remains as open as possible, from elementary school through doctoral education, in order for us to be able to insist that the schools do not shortchange women, and we do not shortchange our society by leaving behind one-half of the population which has so much to contribute."

One benefit that has resulted from projects to increase nontraditional enrollments has been growth in students' knowledge about vocational educational programs. Many counselors and teachers at first suspicious of the purposes of some of these efforts, were later pleased to find an increased enrollment demand by both sexes following fairs, classroom tours and assembly programs. In fact, in many schools, neither students nor nonvocational education faculty really know much about the vocational education program.

Ways to encourage students to enroll in programs not traditional for their sex include the following:

- Orientation programs as part of a general orientation for new students or students at feeder schools. This should include a sequence introducing all the vocational education programs, emphasizing that they all welcome male and female enrollments. Audio-visual materials should portray both males and females as students and workers. Written materials also should not give the impression that the program is only for one sex.

- Career Fairs: Many schools sponsor career fairs in which students are given an opportunity to talk to potential employers or individuals knowledgeable about occupational openings. Special efforts can be made to emphasize that all jobs are open to both sexes.

- Tour of the Facilities: A school that was single sex for years may be a forbidding institution to members of the opposite sex. This problem and analogous problems of previous single sex wings, floors or classrooms can be handled through the use of a guided tour of the facilities or potential enrollees. Frequently, a major barrier to nontraditional enrollment is the simple fear of the unfamiliar.

2. Counseling

Guidance and counseling is more than information about the increasing pattern of re-entry into the labor market after children are grown. We should not wait until the woman is thirty-five with three children in school before telling her what the future holds. *The Women's Bureau study, Fifteen Years After College: A study of Alumnae of the Class of 1945*, has uncovered widespread dissatisfaction with the extent and timing of guidance services. The study found that early guidance and an understanding of the married woman's life pattern can point to areas which are flexible and to ways in which professional skills can be kept alive during the years at home; a conclusion that remains relevant nearly 50 years later. Secondary school personnel must be made aware of this need for early guidance.

On September 6-8, 1962, the American Council on Education, with assistance from the Carnegie Coloration of New York and the University of Minnesota, sponsored a conference on the Continuing Education of Women at Itasca State Park, Minnesota. The information provided at this conference needs to be made available to all faculties and students at both the secondary and postsecondary levels.

For example, one of the conference participants, Gordon W. Blackwell, who at that time was President of Flordia State University observed that the responsibilities of colleges and universities did not end at simply making their undergraduate women students ready for continuing education; there is also the responsibility to provide continuing educational opportunities for them. To insure that this is done, he recommended that educational counseling centers for women be established. He also observed that there are few places where women of thirty or forty or even fifty years of age can go for diagnosis of their intellectual potential, evaluation of their prior education, and review of their work experience, with subsequent counseling as to next steps in both education and career planning. Many of the women that Blackwell was referring to at that time were in high school or college before Pearl Harbor, before atomic energy was harnessed, and before man ventured into space. Consequently, they found themselves in a different social environment in which opportunities for women had greatly expanded. With children in school or college and with the freedom from household chores provided by modern technology, they frequently felt a growing restlessness and antipathy toward mental and physical inactivity.

From this point forward women generally see about them evidences of an increasing acceptability of women in a wide variety of working roles. Their husbands, as well as their employers and other men in society, show signs of accepting this new role of women, and, in fact, frequently are anxious to accept them in partnership in other than home and family concerns. Furthermore, the chances are that they will outlive their husbands. In face of these aspects of modern society, women with more and more time on their hands are often anxious to seed new modes of personal development and social contribution. Inquiries made daily at colleges and universities, the popularity of adult education courses, the continuing invasion of the job market--all these attest the need of women to find ways of becoming and remaining genuinely active and productive.

Whether for personal satisfaction, for enhancing employability and productive potential, or for learning to fill better a voluntary community leadership role, many women have revealed that they see a first step toward self-fulfillment in a return to education. For this reason adult women will bring the following kinds of questions to an educational counseling center: What is my intellectual aptitude or potential? What professional or technical work should I prepare for? Based on the education I have had, what kind of educational program do I now need? What kind of general or liberal courses should I take to be intellectually and culturally alive? From what institution can I get the required educational program and through what medium--resident study for one or more years, occasional resident courses, resident summer session, correspondence courses, television courses, or programmed learning in the home? These are all questions that are not easily answered without the benefit of some form of guidance and counseling services.

Counselors play an important role in the facilitation of career development. They can also impact the career choice or decision by their own values and biases on development, especially career development. A study related to counseling practices in career planning found that females planning careers in traditionally male fields may receive biased counseling. Counselors responded more positively to female students with nontraditional, masculine career goals. Both male and female counselors were more accepting of female students with traditional career goals than of those with non-traditional career goals. This finding stresses the need for sex-fair counseling in counselor preparation programs (Johnson, Harper, Hatfield, Teeson and Hansen, 1980).

Counseling and guidance may contribute to the problem women students often have in achieving support as well as advancement. Some women students are still advised that careers and advanced degrees are not important for women; that women cannot or should not combine careers with marriage and family; or that they should not pursue nontraditional careers.

Personal counseling and guidance services can include peer counseling which female students often find helpful, as well as groups and centers for women with similar needs, such as reentry women or minority women. Career planning services can provide information on occupations traditionally considered "male," as well as workshops to interest women in the professions. Counselors can be encouraged to use a variety of educational materials, many of which have been developed under the sponsorship of the Women's Educational Equity Act Program to meet the needs of different group of women.

Before counselors can become more effective in helping students to recognize sex-role stereotyping, they must first identify their own biases and attitudes toward job options. It is difficult for counselors to recognize and appropriately deal with biases if they share them with their students. If counselors believe that "the woman's place is in the home" or that "no woman wants an outdoor construction job," then they will be ineffective in the promotion of sex equity. Because a woman comes into the office wearing high heels and a dress does not mean that she would not be interested in a nontraditional career.

3. Self-Awareness

In his *Autobiography*, Malcolm X defines the very moment when he turned against white American society. It was when he told his high-school counselor that he was thinking of becoming a lawyer. His counselor replied:

> "Malcolm, one of life's first needs is for us to be realistic. A lawyer--that's no realistic goal for a nigger. You need to think about something you *can* be. Why don't you plan on carpentry?"

Malcolm X reveals his reaction to the counselor's comment:

> "The more I thought afterwards about what he said, the more uneasy it made me. It just kept treading around in my mind. It was a surprising thing that I never thought of it that way before, but I realized that whatever I wasn't, I *was* smarter than nearly all those white kids. But apparently I was still not intelligent enough, in their eyes, to become what I wanted to be. It was then that I began to change-inside."

In the book, Sex Bias in the Schools (Pottker and Fishel 1977), the authors are careful to point out the subtle and sometimes not-so-subtle influence that counseling can have on a student's aspirations due to levels of awareness related to issues of sex bias and/or sex equity.

"Inept counseling can have many consequences: Malcolm X is an extreme case.

But in a one-to-one situation, where the pervading note is one of intimacy and care for the individual, a vocational rebuff can insult and damage a student's spirit." John F. Pietrofesa and Nancy K. Schlossberg, in *Counselor Bias and the Female Occupational Role*," stated that although counselors purport to treat girls' and boys' vocational aims equally, in practice they do not.

Counselors, both male and female, are biased against women entering "masculine" jobs. The less "masculine" the job is, the less biased are the counselors against women occupying this job. Different reasons were given to the girls stating why they shouldn't enter "masculine" jobs: family reasons, working conditions, educational preparation, and so on. Interestingly, some counselors were biased in favor of women working in certain areas, and almost all of these counselors were women.

Ann Steinmann, in *Female Role Perception as a Factor in Counseling*, points out the acarcity of counseling regarding women's working roles. Girls are unable to plan their future working lives as best they could because their ideas on marriage and work seem to be drawn almost entirely from their parents. Counselors must fill the gaps between student's ideas of self, their parents' attitudes toward work, and the structure of society.

William C Bingham and Elaine W. House's study, *Counselors View Women and Work: Accuracy of Information*, shows that secondary-school counselors harbor misinformation about women's work-roles. Only forty-eight percent of the items were marked correctly by the respondents. Women counselors were better informed as to women's work-roles than were male counselors, significantly so on twenty-eight percent of the items. The authors suggest that counselors' incorrect answers may be based on negative attitudes rather than on misinformation.

Counselors are shown in these selections to be vocationally inept sources of negative attitudes and misinformation for schoolgirls. Counselors' own bias toward the proper role of women in society seems to be a major criteria for how they advise students. Male counselors, especially, may have a more deleterious effect on the girls whom they counsel.

Counselors must be retrained with an increased sensitivity to the scope of women's options. Since counselors and precisely the schoolpeople who should be without prejudice regarding student's vocational choices, it is ironic that they display bias. In fact, counselors should be in the forefront of fighting school sexism. Counselors in particular should be the professionals helping to make aware and to change classroom teachers' own sex-typed attitudes.

There is a growing literature about the needs of educated women. Longer lives, healthier children, advanced technology, mass production and distribution, and a world that has managed to stay at peace affords us a measure of assurance that our women will have more and more leisure during, and especially after, the years of child care. If leisure implies uselessness, it is a sweet coating for a bitter pill. Each of us needs the inner satisfaction of making a continuing contribution, however small, to the society in which we live.

Currently, a number of schools have offered programs to students at very early ages which help expand their awarenesses of career possibilities. However, many of these programs were created by people with severely restricted visions of which careers are appropriate for each sex. In fact, a 1973 study (*Women on Words and Images*, 1975) found a great deal of sex stereotyping in career education materials published after 1970.

A first step in addressing the stereotyping problem would be to review existing career development and guideline programs including an analysis of educational materials, to see if all careers are portrayed as an open to both sexes. Numerous publications have been developed which can help educators do this. For example, McGraw-Hill has published *Guidelines for Equal Treatment of the Sexes* in McGraw-Hill Book Company Publications. If a career education program is in the planning stage, applying these criteria from the start helps avoid the unintentional development of a biased program. But, whether beginning a program or improving one, the administrator(s) and counselor(s) can take a number of steps to foster sex fairness. These steps include:

*Purchasing only Sex-Fair Materials. Publishers are becoming increasingly aware of the sex fairness issue and are revising their materials accordingly. School policy should require that all new acquisitions be sex fair.

*Training teachers to raise the sex stereotyping issue when using biased materials. Teachers can be provided with suggestions for discussions of sex stereotyping of careers. The biased materials can be used as examples. For example, Women on Words and Images has published *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way*, a useful document for teachers.

*Seeking out nontraditional workers when planning site visits. Educators can make special efforts to visit employers having employees in nontraditional positions when their programs include field trips to job sites. Until recently, the junior high schools required that all boys take industrial arts and all girls take home economics. Title IX forbids such sex segregation now, but many schools have found that just removing the sex restrictive labels does not change enrollment patterns. Traditional views are strong influences, especially on pubescent youngsters anxious about their sex roles. Seeing and observing employees in nontraditional roles can help.

DEVELOPING CURRICULUM

Although opportunities to counteract sex stereotyping occur in all areas of the curriculum, from social studies to mathematics to physical education and at all grade levels, from nursery school to graduate school, there is a special need to address the issue in vocational education. Vocational education programs are designed to prepare students for the world of work.

These programs also provide an opportunity for students to acquire more generalized job skills, a better understanding of the work place, increased self-confidence, and appropriate interpersonal behaviors and attitudes for work. All of these benefits are important to both.

With a curriculum that encourages boys and girls to learn more about nontraditional occupations and behaviors, teachers and counselors should be careful not to discourage students from choosing the more traditional occupations and behaviors. To truly expand life options is to increase student's freedom to choose based on interest rather than on gender or social class.

An additional concern for educators should be whether the career education materials are representative of a broad range of social classes and minorities. Materials are frequently focused on white middle class students, to the exclusion of poor and minority students. Increasing life options for all students may require a different curriculum for the person growing up in poverty or coming from an environment with different values and customs. In line with our focus on sex equity as it relates to human development, we urge educators to choose activities for their students that are most appropriate to their stage of development and that incorporate both life/home and career planning. Curricula for older students should logically build on earlier content. Some programs reviewed included a focus on decision-making during the middle school years. Super (1980) found that most students were not ready to make career choices before their senior year in high school and many college bound students were not ready then. Decision-making skills can be taught from elementary school on, but curricula should avoid pressure to choose a particular occupation.

However, since students spend more of their waking hours involved, either in school or out, using printed or nonprinted materials, including textbooks, worksheets, videos, films, computer software, etc., it is evident that these materials have a potential to influence students. Scott and Schau (1989) found six findings in their study of the influence of instructional materials on students which should be considered by educators at all levels. The six findings included: "(1) sex-biased language in materials distorts pupils' perceptions of reality; (2) sex-equitable materials expand sex role attitudes and knowledge about sex roles; (3) sex-equitable materials increase motivation to learn; (4)

knowledge about sex roles; (3) sex-equitable materials increase motivation to learn; (4) sex-equitable materials influence comprehension; (5) sex-equitable materials influence sex role behavior; and (6) many commonly used materials are sex biased."

It is important that all educators know and understand the characteristics of sex-fair or sex-affirmative curriculum materials which include (a) gender-specific or gender-unspecific forms of language rather than male generic terminology, (b) both males and females are portrayed in numbers proportional to reality, (c) both males and females are portrayed in some nontraditional roles, and, (d) explanations of the problems and benefits of nonstereotypic roles and activities (ibid.). Then, all educators can develop curriculum and use curriculum materials to improve equity.

STRATEGIES

(Those additional activities marked with an "*" are recommended additions by workshop participants throughout the contact year.)

I. Nontraditional Occupations and Family Lifestyles - Marriage and Family Class

Objectives:

1. To familiarize students with nontraditional occupations
2. To familiarize students with nontraditional family lifestyles

Procedures:

1. Invite two or three couples employed in nontraditional occupations and with both spouses working to speak to the class about their career/family lifestyles.

   Example: Husband is a teacher or nurse and wife is a lawyer or policeofficer.

2. Prepare topics for the speakers to cover in their presentation:

A. How they made their occupational choice

B. What support or pressure did they receive from their spouse or family members
C. Attitudes about home/family lifestyle
D. Difficulties in living out their choices
E. Rewards of their choices

Time: One class period

Materials/Resources: Couples
Prepared agenda for speeches
Variation/Follow-up:

A. Have students interview others in the community who have nontraditional careers/occupations and cover the same topics with them in the interviews for reports back to the class.

B. Have students do research papers on how job/career choices affect personal and family lifestyles.

C.* Have students track nontraditional careers and do oral reporting (Houston).

D.* Have students pretend to have career and "keep a diary" of the duties performed daily (Houston).

II. Attitudes on Sex Bias - House Plans/Drafting Class

Objectives:

1. To assist students in identifying their attitudes on sex bias

2. To assist students in recognizing the impact of their attitudes in their daily work

Procedures:

1. Assign students to sketch a floor plan to a home of their choice

2. Have students label each space as to masculine or feminine

3. Have discussions on how students determined where the labels applied and why

4.* Discuss wht sex bias "really" is with all aspects covered (Austin).

Time: One class period

Materials/Resources: Drawing Materials

Variation/Follow-up:

1. Have students in drafting class to locate as many bias labeling as possible in materials such as texts, construction plans, tool names, etc. and bring to class for discussion.

2.* Do "What's My Line" game show (Corpus Christi & Tyler).

3.* Have students do a follow-up by reviewing magazines in the library for examples of bias and stereotyping. Then, write letters to magazines about their concerns (Houston).

4.* Have students draw five to ten posters on nontraditional careers (Houston).

5.* Have students pretend to be "the employee" and bring tools items used on "their job" to discuss with the class (Houston & Fort Worth).

III. Faculty* (Corpus Christi)

A. Video - *Achieving Equity in Texas.*

Bring in a panel of professionals to speak to the issues brought out in the video. Professionals should be nontraditional; mechanical/drafting/welding/architectural technology/electrical and commercial servicing/cosmotology/nurses/etc.

B. Speak to the LAW

Have a presentation on legal funding, lawsuits, etc.

C. Resource

Provide a questionnaire for all students to provide feedback on treatment of students:
- anonymous identify male/female
- given with teachers' evaluations
- statistics compiled by the Dean/Chairperson

IV. Pre-registration of Students in High School* (Corpus Christi)

1. Assist students for registration in choice of electives, so gender bias does not occur. Use as the resource the Curriculum Handbook, Students Choice Sheets, and Teachers from various vocational/occupational classes.

2. On Career Day, have speakers be of nontraditional gender. Make videos of both male and female traditional and nontraditional careers so they can be shown to students to dhow different genders working in nontraditional places/occupations.

ADDITIONAL CURRICULUM/MATERIALS IDEAS

1. To incorporate nontraditional career information into specific courses in order to make students aware of the curriculum bias areas as well as on the need for students to consider all options in decision-making, consider the following ideas:

   English--research papers, skits, and plays on male and female roles in literature

   Debate--topics such as "Who should stay home with a sickchild?", "Who should be responsible for home cleaning?", etc.

   History--discuss women in history and/or lack of attention to them

   Science--discuss women scientists and their contributions

2. Develop a lesson in any subject on discrimination that requires total student participation. Start the lesson by relaying results of fictitious studies stating that persons with brown eyes are found to be more intelligent, more civilized, and have more prestige and influence in their communities than persons with blue eyes. Treat brown eyed students differently or superior by calling on them more, letting them have privileges, free time or less homework. Discuss how this has or would make others feel and relate that to gender equity areas such as wage disparities.

3. Develop an evaluation sheet for curriculum materials and have committee check for specific problems.

4.* Have students develop a calendar using pictures of people in the community to show nontraditional workers. Then, distribute or sell the calendars to businesses and other schools in the area (Austin).

5.* Have a program called "Would You Hire?" and survey the community businesses with a questionnaire. Then present results at an "Open House" type of meeting. Have students do a "skit" on bias and stereotyping (Midland).

6.* Have students list "attitudes" which were biased or stereotyped in their textbooks for a six week's journal (Tyler).

7.* Have students bring or order single copies of newspapers from other cities and review them for bias, stereotyping, and nontraditional worker articles (Tyler).

ACTIVITIES FOR SEX FREE CAREER DEVELOPMENT

by Dr. Vickie R. Geisel

1. Gender Stereotyping: What is it? Where is it?

Objectives

1. Students will be able to define, in their own words, the phrase gender stereotyping.

2. Students will be able to list examples of gender stereotyping in four of society's major institutions.

3. In time, students will be able to identify examples of gender stereotyping in any given situation.

4. Students will eventually be able to discuss, orally and in writing, how these traditional gender roles affect their own career choices.

Procedures

1. Have the class form pairs. Distribute copies of the survey sheet and instruct partners to interview each other using the survey sheet. Whichever partner is sitting closest to you can start as the interviewer on the first round. After the first interview, partners should reverse roles so that each has an opportunity to be interviewer and interviewee.

2. When the students have finished, you (or a student) should tally the responses on the board or on a large sheet of butcher paper. The results should be used as a focal point to facilitate discussion regarding the pervasiveness of gender stereotyping. Questions or topics for the discussion include

    a. How similar are the findings among the student groups?

    b. Do examples of gender stereotyping seem more prevalent in one or two of the social institutions than in the others? If so, in which institution(s) and why?

    c. Are there any legitimate reasons for some of the common findings?

    d. What are some of the historical factors that have contributed to sex-role stereotyping as it exists in these institutions?

e. Can your students identify, or do they know of, at least one example of an individual in a nontraditional role in each of the four institutions (e.g., a female minister of a church)?

f. How do class members see these gender-role-stereotyping conditions in each of the institutions as undergoing change?

The end of the discussion should center on what is meant by gender stereotyping and culminate in the class' building a group definition of gender stereotyping.

Time: One class period

Materials/Resources

Chalkboard and chalk, or butcher paper and felt-tip markers; copies of "Who does What/Where?" (survey sheet follows)

Variation/Follow-up

1. Each student may ask one other person, outside the class, to complete the survey. The class sampling should include a wide range of ages and occupations, and both males and females. The results can be then tabulated and conclusions drawn.

2. Students may interview teachers in industrial arts, home economics, and physical education to find out their thinking about having separate-gender classes in these courses.

3. Students' own attitudes about "proper" behavior for males and females can be discussed.

4. Students can keep a daily log, in and out of class, that records sexist attitudes, situations, and values as exemplified by teachers, peers, parents, clubs, etc.

Skills Addressed: Communication skills (interviewing, discussion), problem-solving

*Adapted from *Choosing Occupations and Life Roles: Examining Sex Bias,* module q, by Appalachia Educational laboratory (Newton, MA: WEEA Publishing Center/Education Development Center, 1983), pp. 1-6.

Who Does What/Where?

Stereotypes abound in our society. They exist in all of us and in every major area of our lives. To get a rough idea of how extensive gender stereotyping is, jot down your answers to the following survey leads.

In Your School

1. Classes usually taken by males are ______________________________
____

2. Classes usually taken by females are ____________________________
____

3. Classes or subjects usually taught by male teachers are _______________
____

4. Classes or subjects usually taught by female teachers are ______________
____

5. In yearbook, club, or other group photos, who is usually smiling and who is usually serious--males or females? _______________________________
____

6. In school contests and elections, what offices, roles, or positions do male and female students usually hold? ______________________________
____

7. What sports are offered to females/males? ______________________
____

8. Is the same amount of money spent on physical education and sports for both males and females? ____________________________________
____

9. Do coaches for girls' teams/boys' teams get additional wages? _________
____

10. Fiction that is read in your English class usually indicates the main character to be ______________(male or female).

11. Textbooks in your school usually discuss the achievements and outcomes of _________________________ (men, women, or a balance of both).

12.* Most high school principals are ________________(balance of both, men, or women)(Houston).

13.* Most college deans are ___________(balance of both, men, or women)(Houston).

In Your Home

1. With regard to the following tasks, check (3) who does what:

	Males	Females
a. Cooking	___	___
b. Cleaning	___	___
c. Shopping	___	___
d. Gift buying	___	___
e. Making dentist/doctor appts.	___	___
f. Bill paying	___	___
g. Car maintenance	___	___
h. Property maintenance	___	___
i. Child care	___	___
j. Laundry	___	___

2. Do your parents work outside the home?____________

3. What are the hobbies or interests of the females in your home? _________
____

4. What are the hobbies or interests of the males in your home? ___________
____

5.* Who does most of the work in your home?_______________(Austin).

In the Work World

1. What jobs are usually held by women? ______________________________
____

2. What jobs are usually held by men? ________________________________
____

3. How many jobs can you name that have a balance of men and women employed in them? ____
____

Suggested Questions for Discussion of Gender Stereotyping

1. Do you think it is all right for both boys and girls to cry?

2. Do you think that participating in sports is more important for boys than for girls?

3. Who do you think should have the final word when family disputes occur?

4. Would you want to be friends with a boy who showed "feminine" qualities?

5. Would you think it is all right for your father (or husband) to stay home as a homemaker if that's what he wants to do?

6. How would you feel if you saw a seven-year-old boy playing with a doll?

7. How would you feel if you saw a female business executive dictating a letter to a male secretary?

8. How would you feel if you were a nine-year-old girl, and you played softball better than anyone in your class?

9. How would you feel about being married and making a larger salary than your husband? How would you feel about being married to a woman who made a larger salary than you did?

Describe any discrimination or gender bias you have faced in your occupation?

Women's Responses

Only girl in class, a little good natured kidding.

I certainly have experienced it, but I must add that I get a lot of extra encouragement because of my gender (i.e., that was a great landing!). It was hardest trying to break into the business.

None now. At first I was passed over by a male. Left institution and moved to another where I have been fairly treated.

None.

I have been constantly sexually harassed by male co-workers and the public males. I have been denied assignments such as special weapons and tactics because of my gender. There are 15 female officers in my department out of 275 officers. My department is not very progressive in their thinking by not putting women in special units such as Narcotics, Swat, Motorcycle Squad, etc.

Some fellow students and occasional faculty members were discouraging; there were difficulties in arranging observing time on the telescope. After the Ph.D. many administrator's found it difficult to arrange part-time employment.

Simple society's naivete'--at first contact the male does not anticipate any knowledge I might have. After working with this individual more than once, then acceptance is there.

Sexist discriminatory questions by older male ministers on committee to decide ordination. Members preferring the senior paster or male paster to visit them in the hospital or to do their funeral. This has been rather minimal. Once people get to know me they frequently change their minds about *me* but maybe not about women in clergy in general.

I deal a lot with farm and ranch properties. Most farmers and ranchers didn't think I knew anything about agriculture in the beginning. It's taken a few years to prove myself in that area.

First position with current employer--I was placed in an office reading manuals and checking construction plans prepared by others. I was checking work that I was not familiar with. After a top management change in organization, I was placed out in the field where I could become familiar with construction practices. A male in the same position would have been placed in the field in the beginning.

None in particular.

Nothing major. This is a male-dominated field, but women are making in-roads.

I have not been faced with any discrimination on this job at this site. I faced discrimination during my training at the University of Iowa from my peers and instructors. Also in the military as a dental officer.

Men's Responses

No! Never. Though during my OB-GYN rotation I felt out of place.

When a male attends workshops, the male restrooms have been converted to female and the food is usually "lite."

Some people will question why a male is working with children in roles that are usually filled by women. (I do also)

What are the challenges you face being in a nontraditional career?

Women's Responses

I feel the danger of toxic fumes is paramount. Have had liver function studies get a little out of whack after painting course.

I am constantly being measured since most people have not seen women in the cockpit before. I think I really have to perform better than a man to pass my check rides and training.

People understanding what I do.

None.

I not only have to battle with the public by being a woman in a traditionally male oriented field, but also battle with co-workers who don't believe in female officers' abilities. This is very emotionally draining. I speak for all the female officers at my department. When I say that we feel as though we have to do at least twice the work to compete with and be recognized by male co-workers.

It's better now than 20 years ago. More people recognize the place of women in science now.

As in any career, keeping up with the fast pace of change, also holding back bitterness on my past because of the discrimination mentioned above and always having to prove myself over and over and over.

Working with a patriarchal system. Dealing with male colleagues who do not place similar value on family. Creating a different model for *sharing power.*

I must be aware of changes in the agricultural community. Government, regulations, and rules change.

Being taken seriously by "older, experienced" men in same organization and by the public. I have received comments from the public such as "yes dear, but may I speak to a real engineer" or "I want to speak to someone who is in charge."

Being self-employed it's whatever I make it. (The challenge is mainly to myself).

As a woman with very little mechanical background, this lack of knowledge is a weakness.

Hard working hours. Physically demanding, although it may not appear to be a physically demanding job.

Men's Responses

Most hospital administrators are male. I am one of 4% of males in nursing. Most female nurses are discriminated against by male administrators.

Proof that males can be as caring to pre-teens as women.

I believe that a male in my role must train more and be more active in the field *professionally* to be accepted by co-workers and parents.

What are the rewards of your job?

Women's Responses

Being able to handle equipment and tools that used to baffle me.

A lot of people admire what I have been able to accomplish and that is nice. Also, I enjoy competing with men and receiving the same salary that they do.

Being of service to others.

Everyday.

Despite the negative aspects, I very much like my job because it is never the same from day to day. I am out in the public constantly meeting different people and encountering new situations. I do feel that I have made a difference in my city, as far as how the public looks at the police and female officers in general.

I still like astronomy and find it exciting.

Doing what I like to do and *feel* I was meant to do. Machining a engine within precise specification and seeing it perform.

Being privileged to share deeply intimate moments in people's lives at birth, confirmation, marriage, divorce, loss, death.

Meeting people from all walks of life. Having the opportunity to generate as many sales that time and expertise will allow.

Seeing actual results of work, knowing that an improvement was made for the safety of the traveling public, and the ability to have a comfortable lifestyle.

Service and being the provider of much needed products and services.

Seeing a project completed. Breaking production records.

I enjoy what I do eight hours a day. I love the patient contact, and they love it too. They tell me so. Financially secure. Respected Profession.

Men's Responses

Steady employment. Feeling of satisfaction. Continual challenges.

Watching students grow as individuals.

Smiles of children and the opportunities to make positive influences on their lives!

How would you compare your salary to that of members of the opposite gender performing the same job?

Women's Responses

Seven respondents said their salaries were the same or comparable to those of men in their fields. One (business owner) felt it could not be compared. Two respondents did not know. One said her salary compared fairly. Another reported earning about 80% of what men make. While the police officer stated the pay rate was the same, women officers are sometimes bypassed for off duty jobs. An interesting comment was made by the pastor: At first I was paid "a wife's salary," but more and more women are beginning to be paid commensurably. Of course, now churches are calling/hiring women because they can't afford men!

Men's Responses

All three men responded that salaries were the same.

Would you Choose the same career if you were starting over? Why or Why not?

Women's Responses

Twelve of the thirteen women would choose the same career again if starting over. Only the pastor said probably not, because it is almost impossible to support her family on a pastor's salary. Reasons for wanting the same career include:

> If women continue to work in this field, maybe someday the attitudes towards them will become more positive.
>
> I enjoy what I do.
>
> Civil engineering has many options and career alternatives to choose from.
>
> Great opportunity, income possibilities great.
>
> Dentistry is what one makes it out to be. If you have a positive outlook on life, so will you have a positive outlook on your job.
>
> I would have preferred to start earlier.
>
> I have been very fortunate that this business has been kind to me.
>
> Engineers have great education backgrounds that lead to success in many fields.

Men's Responses

All three men stated that they would choose the same career, for the following reasons: it is a changing field and continues to challenge; I feel good about what I do; and this is my second career (first was a police officer).

Would you recommend this career to others of your gender? Why or Why not?

Women's Responses

Yes, women take more care in doing jobs. Women usually like to deal with women in fixing their cars. I feel that women would be a great asset in the auto-body field.

Definitely so. It is a great opportunity for an interesting job with good pay.

Yes, opportunity to advance fairly quickly with education.

Yes.

Yes, there is no way women will be accepted as equals until more and more of us go into non-traditional roles and prove that we are qualified and do have the abilities to do these jobs successfully.

Yes, but only if they have a passion for the subject.

Yes, only for the same reasons I chose. This is not a money making career. It only provides a living with a lot of hard, physical work.

Yes, if they feel truly called and are aware of all the drawbacks. No, if they seem to have a romanticized notion of the work, or if they have significant financial responsibilities.

Yes, it is very rewarding, but one must be prepared and be willing to work hard, long hours.

I would recommend engineering as a whole and encourage women to investigate the other disciplines of engineering.

Yes, great opportunity.

Yes, gender is not an issue. The U.S. needs more technical people.

Yes, although physically demanding. It can be a two day a week job, a three day a week job, or as many hours as you want. You call the shots. Morning, afternoon, or evening hours. The patients are available.

Men's Responses

Yes! But only if they are willing to adapt in a female dominated field.

Sure if they are qualified?

Yes, but still not accepted by majority of society today and very, very few men would enjoy this career.

WINC Sample Questions for Peer Interviews

1. Age, gender, and grade
2. What do you plan to do right after you graduate from high school?
3. What are your top three career choices
4. Realistically, what do you think your chances are of reaching your career goal?
5. What are you doing now to prepare for your career choice?
6. How much math did you complete in high school?
7. How much science did you complete in high school?
8. Approximately how many years of your life do you think you will work?
9. Do you plan to marry?
10. If yes, at what age do you plan to marry?
11. Do you plan to have children? If yes, how many?
12. When you are raising your children, what will your work plans be? (Specify options)

Word Association*

Objectives

1. The student will be able to define the terms gender stereotyping and traditional and nontraditional occupations, and give examples of each. (short-term behavioral objective)

2. The student will be able to identify characteristics that are associated with specific occupations or roles as gender stereotyped and as referring to traditional and nontraditional occupations. (short-term behavioral objective)

3. The student will be aware that his or her own gender expectations can affect career decisions and choices. (long-term attitudinal objective)

Procedures

1. Divide the chalkboard into two sections, labeling the left side Occupation/Role and the right side Responses. List under Occupation/Role such occupations as nurse, secretary, fire fighter, dentist, elementary school teacher, astronaut, carpenter, and homemaker. Ask the students for input, if you wish.

2. Instruct the students to copy the list onto paper and to write down next to each occupation whatever words or phrases come to mind. Give students a few minutes to complete their lists.

3. Now ask for student volunteers to share their word associations. As the students respond, list their word association on the right side of the chalkboard (under Responses), next to the corresponding occupation. Here are some examples:

Occupation/Role	Responses
Nurse	Lady, girl in white, works with people
Carpenter	Wood, works with hands, male
Miner	Male, dirty hard hat
Quilter	Female, sewing, gossip, old
Glass blower	Man, hot, fire
Chemical engineer	Male, education, hard hat, white coat
Machinist	Works with hands, dirty, male
Truck driver	Male, tough, CB radio, outdoors
Barge captain	Cold, wet, tough man, gruff, bearded
Weaver	Works with hands, female, makes pretty things, loom

4. Now explore with the students which occupations are traditional and which nontraditional, and which responses are gender stereotyped and which are not. If, for instance, a student sees the occupation of nurse as "girl in white," the response is gender stereotyped, since nurse is being associated primarily with women. If, on the other hand, nurse is seen as "working with people," the response is free of gender stereotyping, since the student is associating the occupation primarily with the nature of the work--not with the gender of the worker. And whereas the word miner in itself is associated with a male-dominated field, that occupation can be seen as traditional.

5. Be sure to point out to the students that seeing an occupation as gender stereotyped and/or traditional can be limiting to both males and females. The male student who views nursing primarily as a female occupation will probably not consider nursing as an occupational choice--even though he might be more interested in nursing than in, say, being a doctor or a technician. Similarly, the female student who views carpentry as "dirty," and who believes girls are not supposed to get dirty or work with their hands, will probably not consider carpentry as an occupational choice--even though she might enjoy working with wood and working with her hands.

6.* Be sure to discuss views on salaries (Corpus Christi).

NOTE: This activity should be used as an introductory activity, since it exposes students to the terms *gender, stereotyping* and *traditional* and *nontraditional occupations*.

Time: One class period

Materials/Resources

Chalkboard and chalk; paper and pencils.

Variation/Follow-up

1. Students, using the responses to the occupations, could put together their own definitions of gender stereotyping and traditional and nontraditional occupations and roles. Then, using those definitions, students could cite examples of gender stereotyping and of traditional and nontraditional occupations and roles they have observed in the community; both family

and friends might be enlisted to help.

2. Students could also ask family members or friends who work to discuss whether or not they think their job choice was influenced by gender expectations or biases, and if so, to provide specific examples of how.

3.* Add the gender free names, i.e. Postman = Postal worker; Policeman = Police Officer.

Follow-up: Ask parents, friends about how they chose their jobs, why this sensitizes more people to this issue. (Austin)

4.* How can we use this? (Fort Worth)
    A. As an introductory activity for a counselor speaking to a group about careers and/or gender bias.
    B. Teachers(vocational and/or academic) talking to a class on careers to introduce the subject of gender bias.

5.* How to add to the activity (Fort Worth).
    A. Asking students to add to the career lists -- jobs in their geographical areas.
        1. Look at gender bias and to look at the reality of student occupational choices. Probability of getting into their particular field.
    B. Try to arrange for guest speakers in subject areas selected. Speakers for both traditional and nontraditional occupations/male and female.
    C. Try to arrange other teaching fields such as economics, government, English, science, etc.
    D. Have students define: Blue collar workers/white collar workers/unions and discuss gender bias in each of these categories.

6.* Assign teams to study different areas on the campus where most bias and stereotyping occur. Each team presents results in class and then develops a plan on how to improve the situation. Turn class into a "Gender Equity Club" (Corpus Christi)

7.* Write a play or skit and video tape performance to disbribute to other classes (Corpus Christi).

8.* Have guest speakers come for "Brown Bag" lunches who can discuss their nontraditional careers (Houston).

9.* Do the word associations with sentence completion activities (Tyler).

Skills Addressed: Vocabulary, word association, discussion, problem solving

*Adapted from *Choosing Occupations and Life Roles: Examining Sex Bias,* module 1, by Appalachia Educational Laboratory (Newton,MA: WEEA Publishing Center/Education Development Center, 1983), pp. 91-93.

Equal Rights--Legal Protection Against Job Discrimination*

Objective

Students will understand laws which protect women and men from gender discrimination both in education and employment.

Procedures

1. Divide class into small groups and assign each group responsibility for researching and presenting to the class key information regarding the following laws and regulations:

   Title VII of the Civil Rights Act of 1964
   Equal Employment Opportunity Commission regulations

   Executive order 11246 (for Federal contractors)
   Office of Federal Contract Compliance Programs,
   Department of Labor, for Affirmative Action regulations

   Title IX of the Education Amendments of 1972
   Office for Civil Rights, Department of Education regulations

   National Apprenticeship Act of 1937, as amended
   Bureau of Apprenticeship and Training regulations,
   Department of Labor

   Equal Pay Act of 1963
   Equal Employment Opportunity Commission regulations

   Group reports should include one or two illustrative cases where the law has been applied and enforced. Reports should also identify local or regional resources where women and men can seek further information or assistance pertinent to enforcement of these laws and regulations.

2. Have each group submit a list of two or three questions which need further consideration to help them better understand a specific law or regulation.

3. Students should demonstrate their competence by explaining each law orally or in writing to the satisfaction of the instructor or community certifier, for example, the Title IX coordinator for the school system or the equal employment opportunity (EEO) officer at a local business or industry.

4.* Have guest speakers from agencies/departments such as DOL, EEOC, etc., to discuss typics (Tyler & Fort Worth).

5.* Have students do reports on actual cases being held in the area on bias harassment, discrimination, etc., and report to the class (Houston).

6.* Have students to interviews with people in nontraditional careers to see how these acts and laws would have applied to each case (Fort Worth).

7.* Have students "role play" cases for court (Corpus Christi).

8.* Do this activity with a history of English class as a group activity (Fort Worth).

9.* Have students do research on the most recent laws or acts and report to class (Fort Worth).

10.* Do role play with "exaggerated" employees or employers (Tyler & Midland).

11.* Have students write a script and role play acts of discrimination. The audience of students would then analyze the situations and discuss which laws and regulations would apply to the particular situations. You might have the Journalism department video tape the role play situations (Corpus Christi).

12* Research local discrimination suits by utilizing local libraries (ERIC). Also, talk with attorneys, judges, who have been involved in these types of cases, and report back to class (Corpur Christi).

13.* Bring in a resource person/EEO officer to speak to students (Question and Answer session) (Corpus Christi).

14.* Hold a Mock Trial -- such as the Anita Hill/Thomas hearings, but reverse the roles and use female senators. (Corpus Christi & Midland)

15.* Research the additional laws and regulations:
- Americans with Disabilities Act of 1990 (ADA)
- Article 8 of the Texas Vernon Annotated Act (VATS), Texas Commission on Human Rights. (Corpus Christi)

16.* Have speakers explain laws and programs to students and instructors; answer questions. (Midland)

17.* Use interviews by students (Midland).

18.* Have T.E.C. representative address the issues of regional occupations and future prospects for the region. Also, have JTPA representatives address students. Have students use this information to research education needed, salaries expected of several occupations. "Choose two you really like and two that TEC and JTPA gave as regional prospects." (Midland)

19* Have students interview older relatives or family friends about ethnic stereotypes and actual cultural differences in their own families and present information to the class (Midland).

20.* Students should study court cases that occurred under Title VII of the Civil Rights Act of 1964. This Act created the EEOC to investigate discrimination in the work place (Austin).

21.* Study Title IX of the Education Amendments of 1972. Research discrimination and equal employment in higher education. Women and minorities were discriminated in positions of deans, chancellors, vice presidents, chairs of departments, etc. (Austin).

22.* Have students research the Executive Order 11246, as amended. This law pertains to contractors having 50 employees and contracts of $50,000+ (Austin).

23.* Have students research cases under each title:
- Invite professionals from EEOC, OFCCP to discuss law, cases, etc.
- Research in their own college positions of women and minorities employment.
- Equal Pay Act -- Pay scales are different baed upon occupations. Why? (Austin).

Time: Two class periods

Materials/Resources

U.S. Department of Labor publications, Representative of U.S. Department of Labor Regional Office, Library, Local school system's Title IX Coordinator, Regional Service Center Equity Specialist, EEO/Affirmative Action office of local business or industry

Variation/Follow-up

1. Students can research specific law cases based on discrimination and report on particular suits and the results.
2.* Have students to research on past and present hiring practices int he district or community college and search for age, sex, religious or minority discrimination or balances and report on issues to school paper (Houston).

3.* Have students ask businesses for copies of policy anuals and review for bias and stereotyping (Fort Worth).

Skills Addressed: Communication (oral or written), summarizing, synthesis

*Adapted from *WINC Curriculum.* by U.S. Department of Labor, Women's Bureau (Washington, DC: U.S. Department of Labor, 1984), pp. 529-530.

Roots**

Objectives

1. The students will be able to identify and list aspects of their personal life and geographic area that affect occupational choice. (short-term behavioral objective)

2. The students will be able to describe what part their regional and/or ethnic identity has played in their occupational choice. (long-term attitudinal objective)

Procedures

1. This activity is intended to be regional in focus. The student needs to become aware of geographical and cultural influences on career choice. Therefore, draw a diagram on the chalkboard similar to the one in the example that follows. Then tell the students that you are going to explore with them some items that influence their career choices.

2. In one of the blocks in the diagram, write your regional designation (Midwestern, etc.). Next, ask students to draw a similar diagram on their own paper and to list separately all the items they associate with the following categories: Geographic Area, Family, Culture, and Job. Ask them to share their answers, and you maintain a master list on the board.

3. Next, lead a discussion on how each of the categories has influenced students' ideas about occupations; ask any of the following questions, or others you may think of.

    a. What jobs are especially available in this area?
    b. What jobs are unique to this area?
    c. What jobs are not available in this area?
    d. Would you have to move to begin a career of your choice?
    e. How would you feel about moving?
    f. What are your ethnic origins?
    g. How do your ethnic origins influence the way you feel about yourself--about what you want to do for a living?
    h. What are some unique cultural activities in this area, and how do they affect the way you think about yourself and work?
    i. What occupations have your parents, brothers, and sisters, others in your family had now or in the past?
    j. How much do you know about those occupations, and how has that knowledge influenced your own ideas about work?
    k. What did you want to be when you were five years old?
    l. What do you want to be now and why?
    m. How have your career aspirations changed since you were a child?
    n. Where do you see yourself being five years from now? Ten years from now? Twenty years from now?

4. Close the activity be asking students to fill in their own diagrams with those factors which they think contribute to their own sense of identity and occupational choice.

Time: One class period

Materials/Resources

Chalkboard and chalk; paper and pencils

Variation/Follow-up

1. Using the words on the chalkboard or the suggested discussion points, have students choose one as a topic to use in writing an essay or in creating an audiovisual project to present to the class. * Give a prize and have judges determine winners (Houston, Corpus Christi).

2. Have students create a collage representing traits unique to the area.

3. Have students create a collage of occupations found within the region.

4. Have students do the activity at home with their families. Prepare copies of the diagram for students to take home and complete, using parents' reactions particularly. Students can then report the following day what their families think it means to be a resident of a particular culture or region.

5.* Have students do role playing and video to see the body language (Fort Worth).

6.* Have an assembly program or career fair on just nontraditional careers with nontraditional speakers (Tyler).

7.* Bring in newspapers from all over the United States and have students discuss "Want Ads" in other cities to see what job opportunities vary from local location (Tyler).

8.* Provide a story about a male's difficulties in accessing or working in a nontraditional career/job (Fort Worth).

9.* Include in the discussion the benefits of males or females in nontraditional roles (Fort Worth).

10.* Have someone volunteer and describe in detail how/why they feel uncomfortable with a male/female in a particular nontraditional role (describing how they feel physically and emotionally). Many times studenrts do not know why they feel the way they do. Upon describing why, students often times realize how silly their reasons sound (Fort Worth).

11.* Co-teach classes with male/female teachers (Fort Worth).

12.* Involve commercial art. photography class, etc., and put together a calendar with photographs of students or successful people in nontraditional programs. Have both genders in photographs but focus on either the male or female for which the occupation is nontraditional (Houston).

13.* Create a task force or use a required course class (such as 1 hour orientation) to identify and interview 2-4 persons/students in a nontraditional occupation. Task force decides on other participation of photographers, copy writers and (overall) designer such as commercial artists. Sex equity coordinator will oversee legalities and finished product. Market product to campus students, faculty and staff. Give away to high schools, middle schools or community college counselors (Houston).

Skills Addressed: Problem solving, discussion, writing, interviewing, research

**Adapted from *Choosing Occupations and Life Roles: Looking at Jobs*, module 2, by Appalachia Educational Laboratory (Newton, MA: WEEA Publishing Center/Education Development Center, 1983), pp. 7-10.

Sally's Story*

Objectives

1. Students will be able to list and describe, to the satisfaction of the instructor, the series of obstacles that Sally met and how those obstacles occurred because of gender-biased perceptions. (Short-term behavioral objective)

2. When faced with career decisions, the student will recognize the obstacles he or she may have to overcome in making a nontraditional career choice. (long-term attitudinal objective)

Procedures

1. Hand out copies of "Sally's Story" to the class and allow students ten minutes to read it.

2. When students have finished, have them examine each of Sally's obstacles in sequence and determine the following:

    a. Instances in which gender stereotyping or actual gender discrimination occurred.

    b. How an "obstacle" might not have occurred, had Sally been a male.

3. When the discussion concludes, ask the class to vote on how "real" they thought Sally's situation was.

Time: One class period

Materials/Resources

Copies of "Sally's Story" (story follows)

Variation/Follow-up

Invite a person who is employed in a nontraditional job to visit the class and describe her on his own particular problems in being accepted in the job. Invite the class to ask questions that compare and contrast "Sally's Story" with the experiences of the guest.

Skills Addressed: Reading comprehension, discussion, problem-solving

*Adapted from *Choosing Occupations and Life Roles: Looking at Jobs*, module 2, by Appalachia Educational Laboratory (Newton, MA: WEEA Publishing Center/Education Development Center, 1983), pp. 41-44.

Sally's Story

Sally is a bright, energetic young woman of 20 who is athletic and in good health, and who grew up in a family in which her father was a fireman[*]. From the time she was a child, Sally thrilled to the stories her father told her about being a fireman, and she was often allowed to visit the fire station, climb in the trucks (sometimes even go for a ride), and listen to the calls and alarms. People laughed at Sally when, as a little girl, she said she wanted to be a fireman when she grew up.

However, Sally persisted and never wavered from her goal of becoming a fireman. Graduating from high school at a time when "women's lib" and "equal opportunity employment" were common slogans, and even job titles were changed so that fireman was now called fire fighter, Sally was sure that the time was right for her to become a fire fighter. But she was in for more than one shock when she attempted to train and become employed as a fire fighter. Here are a few of the obstacles Sally encountered when she attempted to fulfill her career goal.

- Upon first applying to the fire department's training academy, Sally filled out an application form and waited to learn whether or not she had been accepted. After a month passed and she had received no word, she called the academy, only to learn that somehow her application had been "lost." She needed to reapply.

- After filling out the forms a second time, Sally was notified via a form letter that there were no openings at the time but that her application would be kept on file.

- Because of her father's contacts, Sally happened to learn that even though she had been told there were no vacancies in the fire department, in fact several men had recently been hired to begin the training program. When Sally inquired why she had not been hired, she was told that the men had "better qualifications."

- Upon checking the physical and educational requirements advertised for the position of fire fighter, Sally found that she qualified on all points to be accepted for the training program and, armed with this information, used it to bring a formal job discrimination suit, based on gender discrimination, against the city.

---

[*] Note that the term "fireman" is sexist, but is used in this story to indicate how the job of fire fighter was once perceived as a man's job.

- Only upon Sally's winning the suit was the fire department ordered to hire her, and the fire department did so reluctantly.

- Because she was the first woman trainee in the department, Sally was an object of curiosity and ridicule to the male trainees she worked with at the academy. Mostly they seemed to resent her, and often asked her what she was trying to prove. They kept watching her in training, waiting for her to make a mistake or fail a physical exercise.

- Though under real pressure because of her "fishbowl" existence, Sally did not fail, and by graduation, she had earned the respect of several of the male trainees, who congratulated her for completing training.

- If Sally thought she was finally winning acceptance, however, she soon found out that her problems were just beginning. When she was assigned to a local fire station, she was again subjected to the same routine of ridicule and curiosity that she had endured during training. Several of the men made covert sexual advances to her. Other male co-workers who did seem to accept her nonetheless treated her overprotectively, trying to keep her from the "front lines" in dangerous situations, and at the same time expected her to make coffee, sew buttons on their shirts, and clean the bathroom in the station.

- Totally unanticipated by Sally was the number of "hate calls" she began to receive as news of her job spread in the community. Several wives of fire fighters called her, threatening physical violence; other people called to tell her she was "sick" or sent her nasty or threatening letters.

When last contacted, Sally was still working for the fire department, proving that she could indeed be an excellent fire fighter.

Bill's Story

My wife has asked me to write a short paper on the male perspective of nontraditional roles or gender equity. Here goes. At the present time, I'm a 50 year old white male, happily married with two daughters, age 8 and 10.

My wife and I moved to Texas in 1981, and although we were told we would never have children, we were expecting our first child four months after our arrival (Please! No cracks about the air or the water.) Two years later, we had out second child.

- My experience with nontraditional roles began very early in my life. Since my father was a practicing alcoholic and since I was the oldest of four boys, being pushed into roles popularly perceived as "woman's work" began early. If I didn't do things around the house, they didn't get done. I participated in "gender equity" and "nontraditional chores" as a matter of survival. Nobody had every heard the words "gender equity" in those days. Although people said kind things about how we boys were helping their mother, generally the activity was dismissed as unimportant. Certainly it was not considered as important as doing male activities, such as playing football. Although no one ever said anything directly to me, I always had the feeling that females resented my intrusion into their domain.

- My next experience with the male/female idea occurred when I got out of the service. Because we had so much time to waste in the Army, I put mine to good use and practiced my typing. In 1989 I got out of the Army able to type 92 words per minute of straight unseen copy on an old manual typewriter. I knew the entire keyboard very well. One of the jobs that I thought I could do when I got discharged was to become a secretary. I rejected the idea because, in those days, some guy who went to work as a secretary was considered some kind of weirdo. Other things that influenced my decision was the fact that secretaries were expected to make coffee, and be docile; just willing to put up with anything the boss expected. With me, that would never fly!

- An example of sexism happened to me when I worked part time in a hospital admitting room. All of the other employees were women, and out of four typewriters in the office, only one of them was any good. All week long that good typewriter got moved around by the employees. One day, the supervisor made a big deal about having Bill move the typewriter back where it belonged. I really felt that she was singling me out to prove a point. When I objected to moving it, I was told that I could move it or leave. I left. I never did figure out whether she just didn't like me or she was getting a charge out of a little reverse discrimination because she was in a position to "dish it out" for a change. Another example of sexism is that anytime there was a box of office supplies to be moved or anything "physical" to be done, I was expected to jump in and do it.

- My first example of the unfairness of gender-related issues occurred when we were out in public and the baby's diaper needed to be changed. In many public ladies rooms there are lounge areas with some chairs and a table. A women seen changing a baby's diaper in a ladies room would not be considered remarkable. But you let a male change a female baby's diaper anywhere in public, let alone in a men's room, and the reaction among women ranges from mild suspicion to genuine apprehension. The unspoken question "What's that man doing with that female baby?" seemed to be asked. Although no one every did anything drastic, there was an underlying implication that something was not quite right, and the action was viewed with suspicion.

- A few years later when my wife got a job with the State Commission for the Blind. She was required to be involved with training for six weeks, during which time I worked full time, took care of two children (youngest still in diapers) and played violin with the East Texas Symphony. The reaction from people to a guy who does these sorts of things varies. The reaction from women took one of several forms. Although they usually said something like "That's wonderful", underneath I sensed a certain amount of resentment. This was probably for two reasons: 1) their husband (if they had one) was giving them no help with their children and 2) they resented the intrusion of a male into a typically female area, particularly if they were mons who were at home all day with their children.

- Recently when I take the girls to dance class and I arrive to pick them up, the reaction is something like "Who let the fox in the henhouse?" Some women say "hello", some ignore me, and in some I sense a certain amount of hostility because I am intruding on their turf. It's just my opinion, but I believe the ladies have as much to learn about "gender equity" as do the guys.

Traditional and Nontraditional Life Styles*

Objective

Students will gain a better understanding of both the advantages and disadvantages of nontraditional and traditional life styles.

Procedures

1. Divide chalkboard into two columns. Write "Traditional Life Styles" on one side and "Nontraditional Life Styles" on the other.

2. Have students agree on a definition of Traditional Life Style and then list examples. Their definition might include such concepts as "an inherited pattern of customs or beliefs" or "tending to do things as they were done in the past without reflecting on present needs." Write agreed-on definition on the board.

3. Repeat process for Nontraditional Life Styles. This list should be as inclusive as possible.

   Point out that only 15.9 percent of the population of America actually lived within traditional nuclear families. According to 1980 statistics from the Bureau of the Census, out of all the households in America (83,527,000) only 5% (3,930,000) match the stereotype of a husband working outside the home and the wife at home taking care of two children under 18 years of age.

4. Divide the class into small groups and have each group generate a list of the advantages and disadvantages for one of the nontraditional life styles. Repeat this process for traditional life styles.

5. Share results with class.

6. Have students reflect in their journals about their own ideal lifestyles.

Time: One class period

Materials/Resources

Chalkboard and chalk; pencil and paper

Variation/Follow-up

1. Have students develop a class or school profile of lifestyles, based on the types of families in which students live. Students can compare past and present life styles.

2.* Add the role of "unsupportive employer" as well as the teacher, counselor (Austin).

3.* Have a student panel representing different lifestyles. Panel of successful completers (adults) to elaborate and relate how different lifestyles affected their career choice, etc. (Austin).

4.* Before doing role playing, have students explain "why are you NOT going into nontraditional careers ..." (Austin).

Skills Addressed: analysis, writing, synthesis

*Adapted from *WINC Curriculum.* by U.S. Department of Labor, Women's Bureau (Washington, DC: U.S. Department of Labor, 1984), pp. 593.

Dealing with Stereotyped Reactions to Nontraditional Career Choices*

Objective

Students will be better to defend their career choices when faced with the stereotyped expectations of other people.

Procedures

1. Have students role play with negative attitudes they might encounter at home, with friends, and at school with teachers and counselors if, depending on whether they are female or male, they were to announce their intention to become
    a. an ironworker
    b. a nursery school teacher
    c. an engineer
    d. a librarian
    e. a nontraditional career of their choice

> *Note: Role playing is a simple process whereby students act as if they were parents, teachers, or other adults responding to another student's statements. It is helpful if students have an opportunity to act out both sides of the discussion. In this way they get important practice in standing up for their choice as well as insight into negative response.*

2. Before beginning role plays, have class review reasons for a nontraditional career choice:
    a. it's a job they like
    b. a job they are qualified for (or will be after training)
    c. good pay
    d. satisfaction in carrying out the activities required by the job
3. Follow-up discussion should elicit from students how it felt to stand up for their choice, how they could improve their ability to speak up.

Time: One or more class periods

Materials/Resources

Student imagination and experience

Variation/Follow-up

1. Students can write up a report on information learned through this activity.
2. *Dealing with stereotyped reactions to nontraditional career choices (Austin).

3.* Have students create a job, identifying the job tasks, identifying the skills needed to perform the job tasks. Have them determine the gender of the person anticipated to fill the position. Defend why thejob would be gender biased/non-biased (Austin).

4.* Gender Equity in the community can be discussed by choosing an equal number of "traditional" male and female careers. Students will have prepared a survey dealing with the number of men and number of women, job descriptions, expectations, salaries, job hiring criteria, etc. They will video these interviews. The information and video will be used to determine whether or not gender equity is practiced in their community. Determine ways to change community ideas. (Midland).

Skills Addressed: debate, analysis, oral and written communication

*Adapted from *WINC Curriculum.* by U.S. Department of Labor, Women's Bureau (Washington, DC: U.S. Department of Labor, 1984), p. 289.

Career Choices Today*

Objective

Students will gain a perspective on the types of occupations chosen by young women and young men who are beginning their careers.

Procedures

1. Have each student identify one female and one male relative or acquaintance who is 20-22 years old. In brief interviews, the students should learn (1) the career choice of the person being interviewed and (2) the reason(s) that career was chosen.

2. After data is collected, two lists should be compiled in class. This will give a sample of typical career choices being made locally by women and men today. Discuss the choices and reasons for the choices.

3. Identify those careers that are nontraditional.

4. Discuss whether the reasons for selecting a nontraditional career are different from the reasons given for selecting traditional careers.

5. If there are few or no nontraditional careers, elicit from students reasons why this may be so:

   a. Didn't know about opportunities in nontraditional careers.(Lack of knowledge)

   b. Didn't prepare for openings in nontraditional careers.(Lack of preparation)

   c. Didn't know it was "all right" to aim for nontraditional careers.(Little encouragement)

   d. Indicate the need to provide knowledge, encouragement, and guidance for exploring the possibility of nontraditional occupations in school.

6.* Have students interview 50-60+ year olds in retrospect "What would they have done?" (all workshops)

7/* Have the class write a short play (one act) stresing men and women in occupations that are dominated by the opposite sex. This brief play would be video taped and presented to other classes (Midland).

Time: One class period, plus time outside of class

Materials/Resources

Pen and paper, Marking pen and newsprint

Variation/Follow-up

Students could interview a nontraditional worker in a field related to the subject area of the class (for example, interview a female engineer for a math class).

Skills Addressed: Interviewing, summarizing, problem-solving

*Adapted from *WINC Curriculum.* by U.S. Department of Labor, Women's Bureau (Washington, DC: U.S. Department of Labor, 1984), p.25

Math and Careers*

Objectives

Students will understand the importance of math in this increasingly complex technological society and how math relates to their career plans.

Procedures

1. Have students generate lists of their first and second career choices, have the class determine which jobs will require math ability.

2. Then have each student determine approximately how much math will be required for her or his own first and second choices.

3. Ask students to write a brief "Me and Math" autobiography in their journals, describing their experiences and attitudes towards math from their earliest recollection to the present.

4. As a group, have each student share her or his most successful experience with math.

5. Follow-up discussion should emphasize the increasing importance of math ability in almost all career fields and focus on ways people could work to improve the math skills they will need.

6. Certification of competence should be based on individual presentation (oral or written) of a personal plan for increasing math skills.

Time: One or two class periods

Materials/Resources

Lists of students' career choices, college catalogs, apprenticeship standards catalogues, *Dictionary of Occupational Titles*

Variation/Follow-up

1. Students can contact a person in jobs of interest and interview them regarding the importance of math to that occupation.

2.* Do a "Math Myths" video (Austin & Midland).

Skills Addressed: problem solving, summarizing, writing, oral communication

*Adapted from *WINC Curriculum*. by U.S. Department of Labor, Women's Bureau (Washington, DC: U.S. Department of Labor, 1984), p. 545.

SUGGESTED STRATEGIES FOR ADMINISTRATORS

SUPPORTIVE CLIMATE

* *Provide adequate facilities, maintenance, equipment and instructional and resource materials for all programs so that both sexes can participate equally.*

* *Review funds appropriated for faculty, facilities, and equipment of traditional single sex classes to insure equitable funding of traditionally male and traditionally female classes.*

* *Secure grants for innovative programs related to the provision of sex equity.*

* *Provide support services, such as counseling, job development and job follow-up for students in nontraditional occupational areas.*

* *Monitor participation in occupational student organizations to encourage equal participation.*

* *Avoid overemphasizing the assured difficulty of nontraditional students in finding related employment.*

* *Increase instructor/counselor awareness and responsibility for enrollment patterns in the school.*

* *Do not assume that female personnel are less sex biased in their attitudes and behavior than male personnel. There is a wide range of individual differences in these attitudes.*

* *Encourage enrollment in college and graduate level courses offered on the topic of sex bias.*

* *Encourage attendance at professional meetings and conferences that deal with sex equity (offer inservice credit for attendance, provide release time and/or conference fees).*

* *Include sex-fair teaching techniques in faculty evaluations.*

** *Do more encouraging for staff to attend training (ALL WORKSHOPS).*

* Offer inservice training programs which stress the importance of expanding options for males and females in careers and family life preparation.

Possible topics are:

- current and future opportunities and earnings in the labor market

- nonsexist writing workshop
- legislative updates on Title IX, Carl Perkins, etc.
- recognizing sex-biased teaching behaviors
- nontraditional role models from community

* Develop a projected timetable to eliminate sex bias in administrations, faculty and student body.

* Commit time and resources necessary to have a nonsexist environment

* Recruit men and women for nontraditional positions.

* Advertise job openings through local, professional and trade organizations, emphasizing equal opportunity for both sexes.

* Seek applicants from postsecondary institutions who train occupational teachers of both sexes.

* Publicize job openings through local businesses and advertise job availability locally.

* Develop a "Job Network" (Tyler).

* Utilize the local "grapevine" for locating potential applicants (including knowledgeable sources such as faculty, cooperating businesses, women's groups, professional and trade organizations.

* Review all recruitment materials for overt and covert sex-biased language and illustrations.

COMMUNICATION AND PUBLICITY

** Utilize school communication networks, such as newsletters and memos, to reinforce the importance of eliminating sex bias by providing information and resources for teacher use.*

** Use time at regularly scheduled faculty and departmental and guidance meetings to increase awareness of sex bias.*

** Publicize the availability of information, films, media, etcetera, on the issue of sex stereotyping and bias for teacher use in classrooms and at faculty/department meetings and staff development.*

** Share relevant publications and articles that illustrate the success of individuals in nontraditional careers.*

** Advertise existing programs and institutional interest in enrolling nontraditional students of both sexes.*

** Encourage nontraditional teachers to serve as resources.*

** Develop public inservice announcements to be used by local television and radio stations.*

** Prepare a status report each year on all accomplishments related to the plan of action.*

COURSES AND SCHEDULING

** Revise and schedule programs to encourage all students to participate in consumer and homemaking education.*

** Monitor class schedules so that both sexes can participate equally in all occupational education programs.*

** Increase efforts to introduce all preadolescent students to all types of work, especially vocational/technical training.*

** Increase efforts to have all students enroll in math, science and technology courses.*

* *Attract students to nontraditional training on the basis of interest, ability and working conditions through earlier and broadening hands-on experiences, especially in elementary grades.*

* *Examine courses for differential offerings and/or entrance requirements for males and females enrolled in the same course.*

* *Examine the criteria established for acceptance or rejection of course proposals to assure that they are not biased toward traditional male and female interests exclusively.*

MATERIALS

* *Utilize sex equity task force and/or department faculty or citizen volunteers to establish sex fair criteria for district textbooks, and A-V recruitment materials.*

* *Utilize the libraries as a school resource to set up displays and familiarize students and teachers as to available materials that portray workers and students in nontraditional areas.*

COMMUNITY RELATIONS

* *Cooperate with other schools at all levels to break down stereotypes of both sexes.*

* *Meet with equal rights groups to publicize school concerns and benefit from their experience.*

* *Hold open meetings with students, faculty, parents and community advisory council to discuss needs.*

* *Have faculty and administration observe nontraditional workers in industrial settings.*

INTEGRATION

TEACHER STRATEGIES FOR CELEBRATING WOMEN'S HISTORY MONTH

All teachers can build these activities into their own program with a little creativity. However, specific subjects which are obvious are listed after each activity.

* Invite women and men working in nontraditional occupations to share their experiences with students (all, but have guest relate their job needs and requirements to specific subject).

* Feature various women poets by having a sample of their writing read aloud in class or over the school public address system (English, Speech, Drama).

* Have students conduct research on the contributions women from their community have made to our history (English, History, Economics).

* Have students research the events surrounding the arrest and trial of Susan B. Anthony for her illegal vote in the 1872 Presidential Election (History, English, Government).

* Analyze the roles of men and women as portrayed in popular songs, fairy tales, television programs and commercials. Have students write scripts to eliminate sex bias and sex-role stereotyping (English, Speech, Drama).

* Create a mural depicting the various occupations and household tasks of colonial women (History, Home Economics, Art).

* Have students write a play or skit to dramatize the material learned during the focus on women's history (Drama, English, History)

* Create puzzles and matching games such as "twenty questions" to review the contributions of women studies (all classes).

* Have students write a newspaper article about themselves 10, 20, 30 or 40 years from today (Journalism, English, History).

* Conduct a student debate on various contemporary topics such as public and private support for child day care centers, competition for jobs based on comparable worth, effects of Title IX, shared household responsibilities, women in combat, etc (Debate, English, History).

* Have students compare the changes in women's fashions and clothing with changes in their political, social and economic roles (History, Home Economics, Speech).

* Make a collage that relates to one or more of the women in the Hall of Fame and her

career (History, Art).

- Pretend that you are sixty years old. Write a biography of your accomplishments during your life (English, History).

- Create a posted about the life of one woman or the lives of several women (Art, History).

- Do research on awards that women have won, such as the Nobel Prize or the Pulitzer Prize. Find out the criteria for awarding these prizes and who can win (English, History, Science).

- Make a timeline showing famous women's lives as compared to other important events in U.S. History and how those events are connected (History, English).

- Collect and display stamps of American women (all classes).

Source: PRESS FOR EQUITY, Vol. 1, No. 2, Equity Program, Region XIX Education Service Center, El Paso, Texas, March 1988.

Comments on Manual Activities

"Roots" page 97

"The questions are good and would generate a lot of discussions" (Tyler)

"ID occupations found within the region. Create a college.(Houston)

"Have students do the activity at home with their families. Caution! Some homes may have parent(s) who are NOT employed. Good -- family business; student following in parent's footstep). (Houston).

Word Association page 89

Perhaps add the "gender-free" names, postman -- postal worker; policeman, police officer. Ask parents/friends about how they chose their jobs and why. This sensitizes more people to this issue. (??)

"Equal Rights" page 93

"We like the idea of illustrative cases for discussions (Tyler).

"Sally's Story" page 100

Doesn't address th e issue of overcoming stereotyping and discrimination. Is this an awareness/"first of unit" activity? Could be extended to include above issue very easily. (Fort Worth).

Positive: Shows/illustrates willingness to stick with a nontraditional role (provides a good model). Shows that gender stereotyping is still a problem for Sally (We feel it is positive that the story is not concluded as if everything is "OK" because she has stuck with it) Heightens awareness that sex equity is still a problem (Midland).

Negative: Story is too common (people have heard this before). Perhaps with a male oriented story you may get the shock factor -- open minds briefly. (Midland).

Bill's Story page 102

While this is less frequent, the diaper change table dilemma is realistic (Midland)

Appropriate, realistic. Discuss sexual harassment (Midland)

Dealing With Stereotyped Reactions page 107

Activity I -- student panel representing different lifestyles with adult counterparts on panel (Austin)

Activity II -- Turn the attitude around, # 2 before # 1. Then go to # 3 which would be # 1 (Austin).

"Traditional and Nontraditional Life Styles) page 105

"On #3, is there a more current statistic on American households? 1980 is too dated." (Fort Worth).

"Needs some type of introduction. Would not be good as a stand alone activity. Need some prior learning." (Fort Worth).

"Do this in small groups. Then have class come to consenses." (Fort Worth).

"Caution on students describe their lifestyles. Some may not feel comfortable with this." (Fort Worth).

"Male, Female, Asian, Hispanic, Black, Anglo, Different socioeconomic groups -- Dating, engagements, marriage; Children: care, study, rules, college, career choices). 15.9% traditional, 5% mother home. Talk about percentages of homes of students in class. Talk about differences -- Be sure to emphasize that differences are OKAY." (Houston)

Career Choices Today page 109

"Research the additional laws and regulations:
- Americans with Disabilities Act of 1990 (ADA).
- Article 8 the Texas Vernon Annotated Act (VATS) Texas Commission on Human Rights " (Corpus Christi)

General Comments

1. Encourage Brown Bag seminars where vocational instructors, perhaps students, talk to potential students about the merits of their programs. Could be in student lounge at lunch. (Austin)

2. Do more than provide lip service for gender equity programs --

encourage faculty/staff participation in awareness seminars. (Austin)

3. Class visits to vocational/technical classes by counselors to encourage students to come express their concerns (Austin).

4. Develop class for Career Planning for Success. Target population: postsecondary students. Results of the Pre-TASP or TASP (students placed on remediation). A one-hour mandatory career course raught by administrators, counselors, program directors, faculty and community resource persons.
Duration: one semester (1 hour each week)
Credit: one hour
Content: Career cluster overview, interest inventory, needs assessment, nontraditional career awareness, quality work force information. (Houston).

Pages 112 - 115

A lot of good ideas -- Some I fear are a little unrealistic, becaue administrators need a conference for this information (they'll never take it for what it's really worth from us, the teachers). We need to emphasize all genders and races. In order for the vocational and home economics courses to be scheduled into every students schedule they have to be recognized as necessary courses. At this point, these courses are not seen in positive lights. We have to change the public and the administrators ideas first -- THEN we can push for these courses for everyone! (Midland)

The material in this section is very interesting. I can see where these ideas would work well in the high schools. This needs to start earlier, 7th-8th grade. (Midland)

These activities may be at a higher level that middle school. This would be a great topic for the Summer Home Economics Conference. (Midland)

Administrators are going to have a hard time dealing with this. They need the training (Midland).

Some recommendations need to occur at SBOE level. i.e., teachers evaluations. (Midland)

Textbooks -- get our act together for state adoptions on gender equity so there won't be problems locally! (Midland).

Provide teachers with grant writing training and sources! (Midland).

Reference to "grapevine" is unprofessional sounding and unfortunately very typical. I suggest NETWORK instead? (Midland)

I certainly agree with scheduling kids into home economics. Again, you are dealing with SBOE policies -- especially with new "CORE" curriculum. Talk to Judity Hetherly at TEA! Get her help! (Midland)

We think:

- -- Administrators will be difficult to get out to see the nontraditional workers
- -- Administrators need the training (could be joint with us).
- -- We think you are coming on too strong with many of your ideas on pp. 108-109. We think some of them will have a reverse effect on attitudes.
- -- Women's history (we also need men's history). How about gender history. We must value both men and women.
- -- We believe women should be valued and treated with equal respect. We do not believe we need to become a matriarchial society or that roles should be identical. (Midland)

VI. RESOURCES

by Nick Cardenas and Pat Weeks Stovall

A. AGENCIES

National Coalition of Sex Equity
1 Redwood Drive
Clinton, New Jersey 08809

U. S. Department of Education
Office of Civil Rights
1200 Main Tower Bldg.
Dallas, Texas 75202

Women's Educational Equity Act Publishing Center
Education Development Center, Inc.
55 Chapel St.
Newton, MA 02160
(617) 969-7100 1-800-225-3088

Women's Bureau
U. S. Department of Labor
Federal Bldg. Suite 731
525 Griffin
Dallas, Texas 75202
(214) 767-6985

Women's Bureau
U. S. Department of Labor
200 Constitution Ave. N. W.
Washington, D. C. 20210
(202) 219-6666

U. S. Office of Personnel Management
P. O. Box 7559
Washington, D. C. 20044-0001
(202) 632-0900

Center of Education & Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210
(614) 292-4353 1-800-848-4815

Intercultural Development Research Association
5835 Callaghan Road Suite 350
San Antonio, Texas 78228
(210) 684-8180

Association of American Colleges
1818 R. Street, N. W.
Washington, D. C. 20009
(202) 387-1300

The Equity Institute
P. O. Box 30245
Bethesda, MD 20814
(301) 654-2904

Organization for Equal Education of the Sexes, Inc.
808 Union Street
Brooklyn, N. Y. 11215
(718) 783-0332

Project on Equal Education Rights
99 Hudson Street, 12th Floor
New York, N. Y. 10013
(212) 925-6633

American Association of University Professors
Committee On The Status Of Women
1012 14th Street, NW, Suite 500
Washington D. C. 2005
(202) 737-5900

American Association of University Women
2401 Virginia Avenue, NW
Washington, Dc 20037

American Council On Education
Office of Women In Higher Education
1 Dupont Circle, NW. Suite 887
Washington DC 20036
(202) 939-9390

Association Of American Colleges
Project On The Status And Education Of Women
1818 R Street, NW
Washington DC 20009
(202) 387-1300

Center For Women Policy Studies
2000 P Street, NW, Suite 508
Washinton DC 20036
(202) 872-1770

Girls Clubs Of America, Inc.
National Resource Center
441 West Michigan Street
Indianapolis, In. 46202
(317) 634-7546

National Coalition For Women And Girls In Education
National Women/s Law Center
1616 P Street, NW, Suite 100
Washington, DC 20036
(202) 332-7337

National Leadership Development For Vocational
Sex Equity Coordinators
5459 Halflight Garth
Columbia, MD 21045
(301) 730-8158

American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

ERIC Clearinghouse on Adult, Career and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
1-800-848-4815

Women's Resource Center & Foundation
2012 Moss Avenue N.W.
Washington, D.C. 20036
202/293-1100
Contact: Marguerite Rawalt

National Foundation of Business and Professional Women
2212 Moss Avenue, N.W.
Washington, D. C.
202/263-1100

B. CONTACTS

Projects in Sex Equity funded in Texas for 1992-93.

The collective activities of the institutions selected for equity awards focus on recruitment and retention of women in nontraditional technical education and training; utilization of internships, mentoring, and speakers bureaus; and job developmental and specialized employability transition training. Instructional support and faculty development programs will be implemented to assist women to enroll in courses which are nontraditional for their gender. Dependent care, transportation, textbook loans, tutoring, career guidance and counseling, and support groups are provided as preparatory and support services to facilitate participants' progress towards self-sufficiency.

1. Alamo Community College District (San Antonio College)
Project ACESS (Avenues for Community College
Equity and Student Success)
Mary Helen Vera
1300 San Pedro
San Antonio, TX 78212
210/733-2000

2. Amarillo College
NOW-2000 (Non-traditional Opportunities for Workers
Beyond 2000)
Lynda Barksdale
P. O. Box 447
Amarillo, TX 79178
806/371-5446

3. Central Texas College
Non-Traditional Career
Mary Levandovsky
P. O. Box 1800
Killeen, TX 76540-9990
817/526-7161

4. Dallas County Community College District
Women in Skilled Trades
Lyndon McClure
El Centro College
Main and Lamar Streets
Dallas, TX 75202
214/746-2107

5. Del Mar College
The Free to Choose Sex Equity Project
Dr. Jo Kostoch
Baldwin at Ayers
Corpus Christi, TX 78404
512/886-1795

6. Howard College
Equal Opportunities
Steve Smith
1001 Birdwell Lane
Big Spring, TX 79720
915/264-5082

7. Kilgore College
SEVE Project (Sex Equity in Voc-Tech Education)
Dr. Beryl McKinnerney
1100 Broadway
Kilgore, TX 75662

8. Lamar University-institute of Technology
Non-Traditional Workforce: Tomorrow's Reality
Dr. Ken Shipper
P. O. Box 10043
Beaumont, TX 77710
409/880-8185

9. Laredo Junior College
Sex Equity
Ramiro Ramirez
West End Washington Street
Laredo, TX 78040
512/721-5130

10. McLennan Community College
Special Services for Persons in Nontraditional Majors
David England
1400 College Drive
Waco, TX 76708
817/756-0934

11. Odessa College
Project ACESS
Dr. Sue Pardue
201 W. University
Odessa, TX 79764
915/335-6400

12. Texas Engineering Extension Service
Meeting the Challenge for Sex Equity
Dr. Patricia Turner
P. O. Box 40
San Antonio, TX 78291-0040
512/227-8217

13. Trinity Valley Community College
Support Services for Students Pursuing Non-Traditional Career Paths
Dr. Jerry King
500 South Prairieville
Athens, TX 75751
903/675-6232

14. Texas State Technical College-Amarillo
Women: Empowerment Through Technical Education
Debby Carey
P. O. Box 11197
Amarillo, TX 79111
806/335-2316

15. Texas State Technical College-Harlingen
Rio Grande Equity Center/Continuation and Expansion
Steven Vassberg
P. O. Box 2628
Harlingen, TX 78550
512/425-0799

16. Texas State Technical College-Waco
Women in Technical Education
Frances Worthey
3801 Campus Drive
Waco, TX 76705

17. Tyler Junior College
Sex Equity Programs to Eliminate Sex Bias
Richard Minter
P. O. Box 9020
Tyler, TX 75711
903/510-2328

REGIONAL EDUCATION SERVICE CENTER
EQUITY COORDINATORS

Listings are arranged alphabetically, by City:

Kim Dean
Region XIV ESC
Route 1, P.O. Box 70-A
Abilene, TX 79601

Sandy Purcell-Carter
Region XIII ESC
P. O. Box 30600
Amarillo, TX 79120

Dr. Joan Jernigan
Region XIII ESC
5701 Springdale Road
Austin, TX 78723

Vocational Equity Director
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Nelda White
Region V ESC
2292 Delaware Street
Beaumont, TX 77703

Vita Canales
Region II ESC
109 North Water Street
Corpus Christi, TX 78401

Pam Mendiola
Region I ESC
1900 West Schunior
Edinburg, TX 78539

Jan Smoake
Region XIX ESC
P. O. Box 10716
El Paso, TX 79997

Melba Hartley
Region XI ESC
3001 North Freeway
Ft. Worth, TX 76106

Dr. Lois Cunningham
Region IV ESC
P. O. Box 863
Houston, TX 77001

Susette Bazen-Beckham
Region VI ESC
3332 Montgomery Road
Huntsville, TX 77340

Kay Woodard
Region VII ESC
P. O. Drawer 1622
Kilgore, TX 75662

Marilyn Stone
Region XVII ESC
1111 West Loop 289
Lubbock, TX 79416

Carolyn North
Region XVIII ESC
2811 La Force Blvd.
Midland, T 79711-0580

Lisa Lowery
Region VIII ESC
P.O. Box 1894
Mt. Pleasant, TX 75455

Laine Horton
Region X ESC
P. O. Box 1300
Richardson, TX 75080

Vocational Equity Consultant
Region XV ESC
P. O. Box 5199
San Angelo, TX 76902

Linda Mason
Region XX ESC
1314 Hines Avenue
San Antonio, TX 78208

Carlotta B. Williams
Ft. Bend I.S.D.
P. O. Box 1004
Sugar Land, TX 77487-1004

Donna Bently
Region III ESC
1905 Leary Lane
Victoria, TX 77901

Ruth Wingo
Region XII ESC
P. O. Box 1249
Waco, TX 76703

Jeneva Day
Region IX ESC
301 Loop 11
Wichita Falls, TX 76305

ARTICLES AND PERIODICALS

Burge, P. L., & Hillison, J. (1987). "Facilitating Sex Equity in Vocational Education." *Southern Journal of Occupational Education*, 1(1), 10-22.

Pierson, M. J., & Dorsey, O. L. (1987). "Status of Nontraditional Education in Texas Postsecondary Institutions." *Southern Journal of Occupational Education*, 1(1), 31-39.

Tradeswomen Magazine, P. O. Box 40664, San Francisco, CA 94140.

BOOKS/PAMPHLETS

A.C.T.I.V.E. All Children Totally Involved Via Equity. Chappelle Arnett. 1980. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

A-Gay-Yah: A Gender Equity Curriculum for Grades 6-12. Wathene Young. 1992. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

American Women, 1992-1993. A Status Report. Paula Ries and Anne J. Stone. 1002. Women's Research and Education Institute, 1700 18th Street, NW, Suite 400, Washington, DC 20009. 202/328-7070.

American Women: Their Lives in Their Words. A Documentary History. Doreen Rappaport, Ed. 1990. National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. 707/838-6000.

America's Hispanic Heritage: An Overview of Hispanics in the United States. Andrew Vasquez and Autora Ramierz-Krodel. (ED 316 370). 1989. EDRS, 740 Fullerton Road, Springfield, VA 22153-2852. 800-443-ERIC.

American's Women of Color: Integrating Cultural Diversity Into Non-Sex-Biased Curricula. Urban Affairs Department, St. Paul Public Schools, St. Papul, Minnesota.

Annotated Resource List: Women and Girls in Vocational Education. National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455. 1992.

Assess: Assessing Sex Equity in Schools and Society. Michelle Miller and Jill Baldwin, Eds. 1991. Michigan Center for Career and Technical Education, 133 E. Erickson Hall, Michigan State University, East Lansing, MI 48824. FAX: 517/353-4397.

Backlash: The Undeclared War Against American Women. Susan Faludi. 1991. Crown Publishers, 225 Park Avenue S., New York, NY 10003. 800/526-4264.

Basow, Susan A. *Gender Stereotypes: Traditional and Alternatives.* 2nd ed. Pacific Grove, CA: Brooks/Cole Publishing Company, 1986.

Beyond Equal Access. Gender Equity in Learning with Computers. WEEA Digest. June Mark. 1992.

Bingham, M. and Stryker, S. (1987). *More Choices: A Strategic Guide for Mixing Career and Family*, pp. 12-15.

Bitters, Barbara A. and Susan Foxwell. *Wisconsin Model for Sex Equity in Career and Vocational Education.* Madison, IW: Wisconsin Department of Public Instruction, 1990.

Bitters, Barbara A. and Melissa A. Keyes. *Classroom Activities in Sex Equity for Developmental Guidance.* Madison, WI: Wisconsin Department of Public Instruction, 1988.

Boben, Donna K. *Guidelines for Equity Issues in Technology Education.* Reston, VA: International Technology Education Association, 1986.

Bonavoglia, Angela. *Far From Done: Status of Women and Girls in America.* New Yorkk: Women and Foundations/Corporate Philanthropy, 1988.

Book of Women. 300 Notable Women History Passed By. Lynne Griffin and Kelly McCann. 1992. Bob Adams, Inc., 260 Center Street, Holbrook, MA 023453.

Born for Liberty: A History of Women in America. Sara M. Evans. 1989. National Women's History Project, 7738 Bell Road, Windsor, CA. 95492-8518. 707/838-6000.

Born Free: Training Packet to Reduce Sex-Role Stereotyping in Career Development. College of Education, University of Minnesota, Minneapolis, MN.

Brain Sex: The Real Difference Between Men and Women. Anne Moir and David Jessel. 1991. Lyle Sturat Imprint, Carol Publishing Group,l 120 Enterprise Avenue, Secaucus, NJ 07094. 212/736-1141.

Cauley, C. D. *Time for a Change: A Women's Guide to Nontraditional Occupations.* Technical Education Research Centers, 44 Brattle St., Cambridge, MA 02138 (617) 547-0430.

Building Partnerships: Career Exploration in the Workplace & Chart Your Course: Career Planning for Young Women. Mert Ingvoldstad. 1989. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088 or 617/969-7100.

Career Academies: Partnerships for Reconstructing American High Schools. David Stern, and others. 1992. Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104. FAX: 415/422-0499 or 415/433-1767.

Career Mystery: Whose Decision Is It Anyway? Grace Ann Mims and M. Harry Daniels. 1990. Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61544. FAX: 309/298-2222 or 800/322-3905.

Career Orientation Planning Profile (COPP). 1992. Career Education and Training Associates, Inc., Division: COPP, 1236 Langston Drive, Columbus, OH 43220. 800/848-4815.

Changing Men: New Directions in Research on Men and Masculinity. Ed. Michael S. Kimmel. Newbury Park, CA: Sage Publications, 1987.

Changing Roles of Men and Women: Educating for Equity in the Workplace. Margaret A. Nash, Ed. 1991. Vocational Studies Center, Department V., School of Education, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706 FAX: 608/262-9197.

Checklists for Counteracting Race and Sex Bias in Educational Materials, Austin, TX.

Circles of Women: Professional Skills Training with American Indian Women. Teresa LaFromboise. 1989. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA. 02160 800/225-3088.

Class, Race and Gender in American Education. Audrey Williams. (ED 344 807). 1989. EDRS, 740 Fullerton Road, Springfield, VA 22153-2852. 800/443-ERIC.

BEST COPY AVAILABLE

Classroom Activities in Sex Equity for Developmental Guidance. Barbara A. Bitters and Melissa A. Keyes. 1990. Wisconsin Department of Public Instruction, Publication Sales, Drawer 179, Milwaukee, WI 53293-0179.

Competency-Based Career Development Strategies and the National Career Development Guidelines. Howard Splete and Amy Stewart. 1990. CETE Publications Office, 1900 Kenny Road, Columbus, OH 43210-1090. 800/848-4815.

Critical Events Shaping Woman's Identity: A Handbook for the Helping Professionals. Chicago State University.

D'Emilio, John and Estelle B. Freedman. *Intimate Matters: A History of Sexuality in America.* New York: Harper and Row.

Discover: An Educational Opportunity for Women in Transition. Linda Willson. WEEA Publishing Center, Educational Development Center, Inc. 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Directory of Nontraditional Training and Employment Programs Serving Women. 1991. Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. 202/783-3238.

Divided Lives: American Women in the Twentieth Century. Rosalind Rosenberg. 1992. Farrar, Straus, and Giroux, 19 Union Square W., New York, NY 10003. 800/631-8571.

Do Your Female Students Say 'No, Thanks' To The Computer?. Jo Sanders. 1987. Woman's Action Alliance, 370 Lexington Avenue, Suite 603, New York, NY 10019. 212/779-2846.

Does Your Daughter Say 'No, Thanks' To The Computer? Jo. Sanders, 1989. Woman's Action Alliance., 370 Lexington Avenue, Suite 630, New York, NY 10017. 212/779-2846.

ECO, Expanding Career Options Manual. Michigan State Equity Coordinator Office.

Education and Work for the Year 2000. Arthur G. Wirth. 1992. Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104. FAX: 415/433-0499.

Equity Counseling for Community College Women. Washington, D.C. Center for Women's Opportunities, American Association of Community and Junior Colleges.

Equity Training Manual for Secondary School Counselors. (1986) DESC Project. Tucson, AZ: University of Arizona.

ESL: The Whole Person Approach. Cynthia Ramsey and Trinidad Lopez. 1989. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Evaluating Guidance Programs: A Practitioner's Guide. 1991. Sharon K. Johnson and Edwin A. Whitfield. ACT Publications, PO Box 168, Iowa City, IA 53343. 319/337-1429 or FAX 319/339-3020.

Executive Mentoring: Myths, Issues, Strategies. Norma Mertz, and others. ED 325 635). 1990. EDRS, 740 Fullerton Road, Springfield, VA 22152-2852. 800/442-ERIC.

Exemplars: Women in Science, Engineering, and Mathematics. Lynn Edward Elfner, Ed. Ohio Academy of Science, 445 King Street, Columbus, OH 43201. 614/488-2228.

Explorer's Pass: A Report on Case Studies of Girls and Math, Science and Technology. Julie D. Frederick and Heather Johnston Nicholson. 1991. Girls Incorporated, National Resource Center, 441 West Michigan Street, Indianapolis, IN 46202. 317/634-7546.

Federal Laws and Regulations Prohibiting Sex Discrimination in Educational Institutions. 1990. Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. 202/387-1300.

Female Dropouts: A New Perspective. Janice Earle with Virginia Roach. 1989. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Female Life Careers: A Patterns Approach. Sigrid B. Gustafson and David Magnusson. 1991. Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NJ 07642. 800/9-BOOKS-9.

Feminine Ingenuity: Women and Invention in America. Anne L. McDonald. 1992. Ballantine Books, 201 E. 50th Street, New York, NY 10022. 800/638-6460.

Fire in the Belly: On Being a Man. Sam Keen. 1991. Bantam Books, 666 Fifth Avenue, New York, NY 10103. 800/223-6834.

For My Children: Mexican American Women, Work, and Welfare. J. T. Quiroz and R. Tosca. 1992. National Council of LaRasa Publications Department, 810 First Street, NE, Washington, DC 120002. 202/289-1380.

Freeing Ourselves: Removing Internal Barriers to Equality. Bloomington, IN: Indiana University.

Gassman, R. and Deutch, N. (1986). *Increasing Options Through Life/Work Planning.* Wisconsin Department of Public Instruction, pp. 106-107.

Gender and Disability: An Manual for Educational Training. Susan Morris Shaffer and Jill Moss Greenberg. 1990. Teena Day, Director, Vocational Equity Technical Assistance Project, 3216 J. M. Patterson Building, University of Maryland, College Park, MD 20742. 301/405-4561.

Gender Equity in Vocational Education. WEEA Digest. Debra J. Robbin. 1992. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Gender in the Classroom: Power and Pedagogy. Susan L. Gabriel and Isaiah Smithson, Eds. 1990. University of Illinois Press, 54 E. Gregory Drive, Champaign, IL 61280. 217/333-0950.

Giving Away Success: Why Women Get Stuck and What To Do About It. Revised edition. Sysan Schenkel. 1991. Random House, 201 E. 50th Street, New York, NY 10022. 800/638-6460.

Giving Direction to Life in Vocational Education and Community-Based Organization Partnerships. Constance F. Gipson. 1991. Project TEAM, Etna Union High School District, PO Box 340, Etna CA 96027. 916/467-5767.

Gysbers, N. C. *Beginning Careers.* San Francisco, CA: Jossey-Bass Publishers.

Handbook of Labor Statistics and *Employment Earnings*, U. S. Department of Labor, Bureau of Labor Statistics.

Handbook of American Women's History. Angela Howard Zophy and Frances Kavenik, Eds. 1990. National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518.

Hispanic Americans in the United States: A Select Annotated Bibliography. Autora Ramirez-Krodel, Comp. (ED 316 369). 1989. EDRS, 740 Fullerton Road, Springfield, VA 22153-2852. 800/443/ERIC.

Hite, Shere. *The Hite Report: Women and Love: A Cultural Revolution in Progress.* New York: Knopf, 1987.

How Schools Shortchange Girls. The AAUW Report. A Study of Major Findings on Girls and Education. AAUW Sales Office, PO Box 251. Annapolis Junction, MD 20701-0251. 800/225-9998, ext. 91.

How Schools Shortchange Girls. The AAUW Report. Strategies for Improving Gender Equity in Schools. Action Guide. 1992. AAUW Sales Office, PO Box 251, Annapolis Junction. MD 20701-0251. 800/225-9998/

How to Succeed in College: A Guide for the Nontraditional Student. Association of American Publishers, One Park Avenue, New York, NY 10016.

Hand in Hand, Mentoring Young Women. Bonnie Faddis and others. Guide for Planning, Implementing and Evaluating a Mentoring Program, Ideabook for Mentors, Student Career Journal, (3 volume set). WEEA Publishing Center, Education Development Center, Inc. 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

How to Fund Career Guidance Programs. Rod W. Durgin and Harry N. Drier. 1991. CETA Corporation, 1236 Langston Drive, Columbus, OH 43220. 800/848-4815.

Improving Their Chances: A Handbook for Designing & Implementing Programs for At-Risk Youth. Margaret A. Nash. 1990. Vocational Studies Center, Department V., School of Education, University of Wiscondin-Madison, 1025 JWest Johnson Street, Medison, WI 53706. FAX: 608/262-9197.

In Search of Our Past. Units in Women's History. Susan Groves, and others. 1980. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

In-Service & Teacher-Community Linkage to Overcome Sex Bias and Sex Stereotyping in Vocational Education. Corpus Christi, TX: Education Service Center, Region II.

Investing in Human Potential: Science and Engineering at the Crossroads. Marsha Lakes Matyas and Shirley M. Malcom., Eds. 1991. AAAS Books, Dept. A37, PO Box 753, Waldorf, MD 20604. 301/645-5643.

Kimball, Gayle. *50-50 Parenting: Sharing Family Rewards and Responsibilities.* Lexington, MA Lexington Books, 1988.

Klain, S.S. *The Female Classroom Climate - A Chilly One For Women? Handbook for Achieving Sex Equity in Postsecondary Education.* Baltimore, MD: The John Hopkins Press.

Learned Optimism. Martin E. P. Seligman. 1991. Alfred A. Knopf, Inc., E. 50 Street, New York, NY 10022. 800/638-6460.

Life and Rebellious Times of Cicely Hamilton. Actress. Writer. Suffragist. Lis Whitelaw. 1991. The Ohio State University Press, 180 Pressey Hall, 1070 Carmack Road, Columbus, OH 43210-1002. 614/292-6930.

Maggio, Rosalie. *The Nonsexist Word Finder. Dictionary of Gender-Free Usage.* Phoenix, AZ: Oryx Press, 1987.

Making Waves: An Anthology of Writings By and About Asian American Women. 1989. National Women's History Project, 7738 Bell Road, Windsor, CA 95492. FAX: 707/838-0478.

Martin, Molly, ed. *Hard-Hatted Women: Stories of Struggle and Success in the Trades.* Seattle, WA: Seal Press, 1988.

Minority Organizations: A National Directory. 4th Edition. 1992. Garrett Park Press, PO Box 190F, Garrett Park, MD 20896. 301/946-2553.

Moore, Lynda L. ed. *Not As Far As You Think: The Realities of Working Women.* Lexington, MA: Lexington Books, 1986.

More Promising Future: Strategies for Improving the Workplace. Jennifer Watson and Phyllis Furdell. 1991. Wider Opportunities for Women, 1325 G. Street, NW, Lower Level, Washington, DC 20005. 202/638-3143.

Mujeres: Mexican American/Chicana Women. 1991. National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. 707/838-6000.

National Guide to Funding for Women and Girls. Stan Olson, Ed., and others. 1991. Foundation Center, Dept. P.M., 79 Fifth Avenue, New York, NY 10003. 800/424=9836.

Neufeld, Rose. *Exploring Nontraditional Jobs for Women.* NY: Rosen Publications, 1987.

Neuter Computer: Computers for Girls and Boys. Jo Sanders and Antonia Stone. 1986. Women's ACtion Alliance, 370 Lexington Avenue, Suite 603, New York, NY 10017. 212/779-2846.

Occupational Outlook Handbook, 1992-93 Edition. 1992. Superintendent of Documents, P. O. Box 371954, Pittsburgh, PA 15250-7954. 202-783-3238.

Occupational Projections and Training Data. 1992 Edition. 1991. Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. 202/783-3238.

Omilian, Susan M. *Sexual Harassment in Employment.* Wilmette, IL: Callaghan, 1987.

Opportunity 2000: Creative Affirmative Action Strategies for a Changing Workplace. Washington, DC: U.S. Department of Labor, 1988.

Orientation to Nontraditional Occupations for Women (ONOW) Curriculum. 1991. Vocational Instructional Materials Laboratory, CETE, 1900 Kenny Road, Columbus, OH 43210. 800/848-4815.

Our Voices, Our Vision: American Indians Speak Out for Educational Excellence. 1989. College Board, Box 886, New York, NY 10101-0886.

Outlook: 1990-2005. 1992. Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. 202/783-3238.

Paying for Prejudice: A Report on Midlife and Older Women in America's Labor Force. 1991 Mother's Day Report. Christine L. Owens and Esther Koblenz. 1991. Older Women;s League, 730 Eleventh Street, NW, Washington, DC 20001. 202/783-6686.

Placing Rural Minority Women in Training Situations for Non-Traditional Jobs. Epes, AL. Women's Opportunity Center, Federation of Southern Cooperatives.

Playtime is Science. Implementing a Parent/Child Activity Program. Barbara Sprung and others. 1990. Educational Equity Concepts, Inc., 114 E. 32 Street, New York, NY 10016. 212/725-1803.

Possibilities: A Supplemental Anthology for Career Choices. Janet Goode and Mindy Bingham, Editors. 1991. ABLE Publishing, 3462 State Street, Suite 219, Santa Barbara CA 92105. FAX: 805/867-7741.

Power Project: Operation Smart Activity Guide. A Program To Encourage Every Girl in Science, Math, and Relevant Technology. Libby Palmer, and others. 1990. Girls, Incorporated, 441 West Michigan Street, Indianapolis, IN 46202. 317/634-7546.

Promoting Self-Esteem in Young Women: A Manual for Teachers. Albany, NY: The State Education Department, 1987.

Report on the Glass Ceiling Initiative. 1991. Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. 202/ 783-3238.

Restructuring Education: Getting Girls Into America's Goal. Kathy Vandell. 1990. AAUW Sales Office, PO Box 251, Annapolis Junction, MD 20701-0251. 800/225-9998.

Risks and Challenges: Women, Work, & the Future. 1990. Wider Opportunities for Women, 1325 G. St., Lower Level, Washington, Dc 20005. 202/ 638-3143.

Role of Women in Development. 1989 World Survey. 1989. United Nations Publications Department 404, Sales Section, Room DC2-853. New York, NY 10017. Fax: 212/963-3489 or 800/253-9646.

Roles in Conflict: Women Preparing for Higher-Wage Technical Careers. Sandra McGarraugh. 1990. New York State Occupational Education Equity Center, 47 Cornell Road, Latham, NY 12100-1402. FAX: 518/786-3245.

Sanders, J. S. (1986). *The Nuts and Bolts of NTO: How to Help Women Enter Traditional Occupations.* Metuchen, NJ: Scarecrow Press.

Sanders, Jo Schucat, Antonio Stone, and Women's Action Alliance. *The Neuter Computer: Computers for Girls and Boys.* New York, NY: Neal Schuman Publishers, 1986.

Science Equals Success. Catherine R. Conwell. 1990. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Sex Discrimination in Schools: Evaluating Employment Practices. Arlington, VA: Institute for Women's Concerns.

Sex Stereotyping in Education. Atlanta, GA: Georgia State University.

Sexual Harassment: Research and Resources. Deborah L. Siegel. 1991. The National Council for Research on Women, The Sara Delano Roosevelt Memorial House, 47-49 East 65th Street, New York, NY 10021. FAX: 212/570-5380.

Shortchanging Girls, Shortchanging America. A Call to Action. Initiative for Educational Equity. 1991. AAUW Sales Office, PO Box 251, Annapolis Junction, MD. 20701-0251. 800/225-9998.

So Much To Be Done: Women Settlers on the Mining and Ranching Frontier. Ruth B. Moynihan, Ed., and others. 1990. University of Nebraska Press, 901 N. lst Street, Lincoln NE 68588. 402/472-3481.

Sons and Daughters of Labor: Class and Clerical Work in Turn-of-the-Century Pittsburgh. Ileen A. DeVault. 1990. Cornell University Press Services, PO Box 6525, Ithaca, NY 14851. 607/257-7000.

Sourcebook of Measures of Women's Educational Equity. Palo Alto, CA: American Institutes for Research.

Stalled Agenda: Gender Equity and the Training of Educators. Kathy Vandell and Scott B. Dempsey. 1991. AAUW Sales Office, PO Box 251, Annapolis Junction, MD 20701-0251. 800/225-9998. ext 91.

Still Trying to Make It Work: Women, Trades Training, and Jobs. K. McGraw. Machine Action Project, 1176 Main Street, Springfield, MA 01103. 1991.

Stopping Sexual Harassment. A Handbook for Union and Workplace Activists. Camille Colatosti and Elissa Karg. 1992. Labor Notes, 7435 Michigan Avenue, Detroit, MI. 48210. 313/842-6262.

Strategies for Increasing the Achievement and Attainment of At-Risk Hispanic Females Through Vocational Education. G. Partee 1988. FREE. Council of Chief State School Officers, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431/ 202/408-5505/

Strengthening Work-Related Education and Training Through Improved Guidance Programs in the 1990s. 1989. CETE Publications Office, 1900 Kenny Road, Columbus, OH 43210-1090. 800/848-4815.

Students With Limited English Proficiency: Selected Resources for Vocational Preparation, Volume 2. Sheri C. Kallembach, and others. 1992. National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455. 800/637-7652.

Teacher Skill Guide for Combatting Sexism. West Chester, PA: Institute for Women and Department of Education, West Chester State College.

Today's Changing Roles: An Approach to Nonsexist Teaching. Educational Challenges.

Toward A Pluralistic Perspective on Equity. WEEA Digest. Diane S. Pollard. 1992. WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Toward Equity: Effective Title IX Strategies, K-Postsecondary. Fullerton, CA: California Coalition for Sex Equity in Education, California State University.

Unequal Sisters. A Multicultural Reader in U.S. Women's History. Ellen Carol DuBois and Bicki L. Ruiz, Eds. 1990. National Women's History Project, 7738 Bell Road, Windsor CA. 95492-8518. 707/838-6000.

Venture Beyond Stereotypes. Brooklyn, NY: Division of Education Planning and Support, New York Board of Education.

Whiskit: Women In Science Resource Kit. Nadine K. Hinton. 1990. The Ohio Academy of Science, 445, King Street, Columbus, OH 43201. 614/488-2228.

Wilborn, Steven L. *A Comparable Worth Primer.* Lexington, MA: Lexington Books, 1986.

Wisconsin Model for Sex Equity in Career and Vocational Education. Barbara A. Bitters and Susan Foxwell. 1990. Wisconsin Department of Public Instruction,, Publication Sales, Drawer 179, Milwaukee, WI 53293-0179.

Women At Thirtysomething: Parodoxes of Attainment. Clifford Adelman. 1991. Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. 202/783-3238.

Women Champions of Human Rights. Eleven U. S. Leaders of the Twentieth Century. Miora Davison Reynolds. 1991. McFarland & Company, Inc., Box 611, Jefferson, NC 28640. 919/246-4460.

Women in Science. Antiquity Through the Nineteenth Century. A Biographical Dictionary with Annotated Bibliography. Marilyn Bailey Ogilvie. 1991. National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. 707/838-6000.

Women in Higher Wage Occupations. A Resource Manual. Margaret Tully. 1990. Vocational Studies Center, Department V, School of Education, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706. FAX: 608/262-9197.

Women in the Skilled Trades and Other Manual Occupations. (Ed 331993). 1991. EDRS, 740 Fullerton Road, Springfield, VA 22153-2852. 800/443-ERIC.

Women of Color: Organizations & Projects. A National Directory. Linda Burnham, Comp. and Ed. 1991. Women of Color Resource Center, 2288 Fulton Street, Suite 103, Berkeley, CA 94704. 510/848-9272.

Women of Science: Righting the Record. G. Kass-Simon and Patricia Farnes, Eds. 1990. National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. 707/838-6000.

Women, War, and Work. The Impact of World War I On Women Workers in the United States. Maurine Weiner Greenwald. 1990. Cornell University Press Services, PO Box 6525, Ithaca, NY 14851. 607/257-7000.

Woman Within. Lorraine Rea. WEEA Publishing Center, Education Development Center, Inc. 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088

Women, Work, and School: Occupational Segregation and the Role of Education. Leslie R. Wolfe, Ed. 1991. Westview Press, 5500 Central AVenue, Boulder, CO 803001. Fax: 303/449-3356.

Working Togther: A Sex Equity Training Manual. Jill Baldwin and Gloria Kielbaso, comp. 1990. Michigan Vocational Education Resource Center, 133 E. Erickson Hall, Michigan State University, East Lansing MI 48824.

World's Women, 1970-1990. Trends and Statistics. 1991. United Nations Publications, Sales Section, Room DC2-853, New York, NY 10017. Fax: 212/963-3489.

You Just Don't Understand; Women in Conversation. Deborah Tannen. 1990. Ballantine Books, 210 E. 50 Street, New York, NY 10022. 800/638-6460.

FILMS

Fascinating World of Work.
50 minutes. National Career Conosultants, Richardson, Texas.

Grievance Procedures and Women's Equity.
10 minutes

This film takes you through each stage of the "Grievance Procedures."

Freedom Training.
16 mm color, 20 minutes, grades 7-12. Indiana Career Resource Center, 1204-09 Greenlawn Avenue, South Bend, Indiana 46615.

On the spot interviews with students in nontraditional vocational training.

Gentle Art of Saying No.
Color, 3 parts, 40 minutes. Grades 9-12. Guidance Associates, 757 Third Avenue, New York, New York 10017.

Part 1 -- Establishes necessity for assertiveness. Part 2 -- Deals with assertiveness with members of the opposite sex. Part 3 -- Elaborates techniques for assertiveness.

Help Wanted–Women Need Apply.
61 slides with script

Designed to be shown to high school and college classes and women's clubs: shows women in a variety of jobs.

Jobs and Gender.

Program challenging stereotypes about "woman's work" and "man's work" by introducing students to a female carpenter, a female newspaper reporter, a male nurse, and two male teachers; indicates trend is toward more realistic job classification based on individual interest and ability.

Killing Us Softly: Advertising's Image of Women.
30 minutes 16mm

The film portrays hundreds of ads from magazines, newspapers, album covers, and storefront windows to present a concise and important analysis of a $50 billion industry that preys on the fears and insecurity of every consumer in America.

Masculine or Feminine: Your Role in Society.
19 minutes

This is an in-depth study of today's changing attitudes. It asks what is the man's role in the home? What about the woman in business?

Sex Equity in the College Classroom.
Hak Productions
Silver Springs, MD 20910
301/565-0325

VIDEO

After Hours
16 mm or video

A sensitive drama about sexual harassment by award-winning filmmaker Jane Campion. A young office worker alleges sexual abuse by her employer and loses her job as a result of her claims. This film looks at the ways in which an employee can be victimized in an office environment without those around being aware of the situation. After Hours raises important questions about discrimination, sexual harassment, gender relations and the interpretation of events in a confronting and realistic manner.

Women Make Movies, 225 Lafayette Street, New York, NY 10012.

A Hero is More Than Just a Sandwich

This new video concerns relationships between men and women and is advertised on the "Smart Cookies Don't Crumble" video tape.

Jist Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431, 800/648-JIST.

American Story.
Set of 12 VHS videos. 1991.

This video series relates the history and social patterns of African Americans, Irish Americans, Japanese Americans, Puerto Ricans, Polish Americans, Mexican Americans, Swedish Americans and Greek Americans. Each video is approximately 23 minutes long and includes an instructional guide.

Anti-Defamation League of B'nai B'rith, 823 United National Plaza, New York, NY 10017. 212/490-2525.

A New Beginning
9:44

This video shows women choosing a new beginning and how nontraditional choices may help.

Colorado Community College and Occupational Education System, Filmed by International Television Productions, 948 East 7145 South Suite 101, Midvale, Utah 84047. 810/561-0436

Anti Bias Curriculum.
VHS. Louise Derman-Sparks. 1989.

This video introduces a new approach to integrating education in early childhood classrooms. It is designed to aid young children in developing positive self-concept and attitudes about gender, race, and disabilities. A discussion guide is included.

Pacific Oaks Bookstore, 5 Westmoreland Place, Pasadena, CA 91103. 818/397-1330.

A Woman's Place
25 minutes

This award winning video is based on LIFE Magazine's special report "Remarkable American Women", and celebrates the fact that today A Woman's Place is . . . Everywhere! Narrated by Julie Harris, it was a Silver Metal Winner at the New York Film Festival and a Gold Metal Winner of the Special Jury Award of the International Film Festival of the Americas.

Wintergreen Software, Inc, P. O. Box 15899, New Orleans, LA 70175. 800/321-WGSW; Fax: 504/866-8710.

Beyond Macho.
VHS.

This 25-minute video explores the new roles for men that have evolved as a result of the women's movement and shows the new role of the house-husband.

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08453-2053. Fax: 609/452-1602 or 800/257-5126.

Bias Awareness in a Multicultural World.
2 VHS videos. David B. Ellis. 1991.

The purpose of this video program is to teach students to inquire, self-examine, and converse with each other in an intelligent manner concerning sex bias. An instructor's guide is included.

College Survival, Inc., 2650 Jackson Blvd., Parid City, SD 57702-3474. 800/528-8323.

Born Free

A series of nine half-hour programs in which a diverse group of people of different occupations, ages, and backgrounds talk about their lives. Each discusses his or her lifestyle, the expectations placed upon them at different life stages, and the affects of conscious and unconscious socialization upon self-concepts, self-expectations, educational/vocational opportunities and career decisions.

Breakout!
30 minutes

A video developed by a grant from the Texas Education Agency which gives real nontraditional career women an opportunity to tell about their choices, benefits and problems in their careers.

Texas Education Agency - Equity Coordinator

Breaking Out of the Doll's House

32 minutes, 1975 Women Color

We see in Nora a typically sheltered young wife conditioned by the customs of her era, indulged by her husband, totally dependent--yet revealing a hint of the substance that will lead to her climactic decision.

Learning Corp. of America.

Building Lives--A Documentary About Empowerment

28 minutes

Portrays the personal accounts of three women who journey into the male-dominated world of construction. These women, who formed their own construction company, speak of their struggles and triumphs. Their students, as well as themselves, describe what it has meant to them in their lives to learn construction skills ranging from fixing a broken step to building structures.

Building Lives Production, 116 Colonial Village, Amherst, MA 01200.

Can Working Women Have It All?

This 28-minute video, adapted from a Phil Donahue program, explores the issues confronting today's working women. The two guests are Kate Rand Lloyd of *Working Women* magazine and Sylvia Hewlett, author of *A Lesser Life: The Myth of Women's Liberation in America.*

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053. FAX: 609/452-1602.

Career Exploration: A Job Seeker's Guide to the Occupational Outlook, the Guide for Occupational Exploration and the Dictionary of Occupational Titles.

This 30-minute video assists viewers in finding an occupation that suits the person, teaches what resources are available to help identify skills and interests and then match them to careers.

Jist Works, Inc., 720 North Park Avenue, Indianapolis, In 46202. 800/648-JIST.

Career Success

12 minutes

This video promotes education and the career information hotline - 1-800-B22-PLAN. It shows how much it costs to have a comfortable life using music and action. The video package includes: the video, classroom materials (Quiz, Discussion Questions, Sample Research Paper, Budget Worksheet). It was funded by the Texas Education Agency and the Texas State Occupational Information Coordinating Committee (SOICC). It can be borrowed for two weeks and copied.

TSOICC, TEC Building, Room 526T, 12th and Trinity, Austin, TX 78778. 1-800-822-PLAN.

Careers for the 21st Century.

Set includes 12 VHS Videos and 12 Teacher's Guides. 1990.

This video series can be used in social studies, English, health, science, and mathematics curriculum as well as career counseling, dropout, and substance abuse prevention. The videos feature the careers of fire fighter, veterinarian, video producer, fighter pilot, auto designer, mechanic, paramedic, restaurateur, entrepreneur, coin dealer, structural engineer, optometrist, interior designer, pediatric radiologist, steel worker. TV news camera operator, carpenter, robotics development, political cartoonist, educator, nurse, chemical engineer, FBI agent, executive secretary, and inventor.

Take Off Videos, 8808 St. Charles Rock Road, St. Louis, MO 63114. 800/462-5232.

Changing Channels: High Tech Careers for Women.

10 VHS Videos and 5 curriculum guides. 1990.

This video series is designed to educate young people, especially young women, about careers in aviation, avionics, lasers, electronics, robotics, drafting, and computers. The videos were originally aired as a five part video/teleconference series in 1990.

Changing Channels, 1212 Main Street, Linn, MO 65051. 314/897-3603.

Changing Families
33 Minutes

Describes current family forms (dual-earner couples, single parents, stepfamilies, increasing ethnic minority families) and changing gender roles in the family.

California State University, Resources in Gender Studies, c/o Gayle Kimball, Women's Studies, Chico, CA 95929.

Choices.
23 minutes.

Designed to stimulate discussion among counselors, parents, and students regarding career planning, occupational choice, and gender issues. A drama features students who must confront individual problems caused by gender inequity.

Vocational Education Section, Education Department, School of Humanities, Social Science and Education, Purdue University, West Lafayette, IN 47907.

Construction . . . Faces of Our Work Force.
VHS. 1991.

This 17-minute video reveals how racism, sexism, and bias affects construction workers and how these problems can be corrected. A leader discussion guide is included.

Construction Employers' Association, 65 East Wacker Place, Suite 1110, Chicago, IL 60601. 312/782-6152.

Dear Lisa: A Letter To My Sister. Facing the Realities of Being Female in the '90s.
VHS. 1991.

This film illustrates what it means to grow up female, including the emotions of fear, pain, and hope. It addresses women's issues, perspectives, and sexism.

New Day Films, 121 W. 27th Street, Suite 902, New York, NY 10001. FAX: 212/645-8652.

Don't Go To Your Room . . . And Other Affirmations of Empowerment for Women With Disabilities.
VHS. 1990.

This 60-minute video consists of one-on-one interviews in which the topics of employment, relationships, sexuality, abuse, health, parenting, and empowerment are discussed. The video can be used by rehabilitation centers, women's and community organizations, colleges, high schools, hospitals, disability-related organizations, vocational rehabilitation counselors, and social service agencies.

WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Dreams Alive: A Look at Nontraditional Careers

This video shows numerous role models in nontraditional careers.

Produced by the Indiana Literacy Tech Education, 140 N. Senate Avenue, Indianapolis, Indiana 46204
Available through the Texas Education Agency, Equity Coordinator.

Dreams of Flying.
VHS. 1989.

This 23-minute video depicts the story of a young Hispanic woman who struggles to overcome traditional family and social pressures. The purpose is to encourage young people to have career aspirations and to plan their future. A study guide is included.

California State Department of Education, Bureau of Publications Sales, PO Box 271, Sacramento, CA 95802-0271. 916/445-1260.

Entrepreneurship: A Vision for Everyone.
VHS. 1989.

This 25 minute video is designed to aid student recruitment in the business field and shows how vocational training has a positive influence on small business development.

CETE Publications Office, 1900 Kenny Road, Columbus, OH 43210-1090 800/848-4815.

Entrepreneurship for Women: Escape From the Pink Collar Ghetto.
VHS. 1986.

This 80-minute video is a companion to the report *Entrepreneurship for Women: Escape from the Pink Collar Ghetto* by Charlotte Taylor.

CETE Publications Office, 1900 Kenny Road, Columbus, OH 43210-1090. 800/848-4815.

Fable of He and She
11 minutes, 1974 16mm. film and 3/4 in. videotape.

An animated fable about two groups of creatures on an island who are separated long enough to learn that each can do skills normally reserved by tradition to the other. Challenges stereotyped thinking and sexist philosophies and promotes the advantages of individual self-expression.

Available ($250 film, $175 videotape) through: Coronet/MTI, 1085 Wilmot Road, Deerfield, IL 60015. Attn: Beth Shafer 312/940-1260.

Free to Be You and Me.
50 minute video. McGraw-Hill Films, New York, New York 10020.

Based on best-selling record and book by Marlo Thomas. Depicts sex-role stereotypes in skits with children and film and sports celebrities.

Four Women: Women and the Profession.
30 minute color video - VHS 1/2 inch. From the WITH SILK WINGS series.

Courage and uncompromised idealism often drive the invisible work of women in America. These are the stories of four women who touch the lives of Asians and non-Asians alike. Heidi is a community social worker; Sara is a tenured professor and practicing architect; Shirley directs a community health clinic; Pat is a union business agent.

Free to Be: Beyond Gender Socialization
20:33 minutes

Directed toward teachers and parents, this video shows how children are raught to take on roles which hinder their choices. Psychologists, educators, day care directors, and young students discuss gender bias effects.

East Strasberg University.

Free to Choose
16 minutes, 1974 Women. Color.

Bans the stereotyped idea of women, confined to the home and shows women and men in homemaker and work force situations

California State Department of Education, Film Fair Communications.

Futures Unlimited -- Women in Technology Videotapes.
Three 30 minute color videos. VHS 1/2 inch. Rutgers, The State University of New Jersey, New Brunswick, New Jersey 08903. 201/932-2071.

Futures Unlimited I -- Expanding your horizons in mathematics and science.
Futures Unlimited II -- Expanding your horizons in technical and vocational education.

Getting Ready
10:25

This video discusses that women should get ready for the new and better future of nontraditional careers.

Colorado Community College and Occupational Education System, Filmed by International Television Productions, 948 East 7145 South Suite 101, Midvale, Utah 84047. 810/581-0436.

Go For It!
28 minutes

Nine women in Alaska talk about what it's like working in an occupation where co-workers are predominantly male. They explain their training, the type of work they do and why they chose it, and the rewards they experience from it. Each demonstrates the importance of commitment, perseverance, on-the-job training, apprenticeships, and a willingness to try new things.

Alaska Department of Education, Office of Adult and Vocational Education, Pouch F, Juneau, AK 99811. 907/465-4685.

Heroes and Strangers: A Film About Men, Emotions and Family.
29 minutes.

Chronicles the attempts of two young adults, a man and a woman, to break through the silence with their fathers. The process not only significantly alters their personal relationships, but reveals to the audience the complex social and economic forces affecting the role of men in the family.

New Day Films, 22 Riverside Drive, Wayne, NJ 07470-3191. 201/633-0212.

How We Got the Vote. The Exciting Story of the Struggle for Female Equality.
VHS. 1986.

This 52-minute video, narrated by actress Jean Stapleton, uses original films, photographs, cartoons, and interviews to tell the story of how women obtained the right to vote. The video won two emmys and numerous other awards.

National Women's Party, 144 Constitution Avenue, NE, Washington, DC 20002.

I Can.
1981. 1/2 inch, 3/4 inch video, color. 30 minutes. Great Plains National. Producer: Regis Galvin/University of Akron Television.

A portrait of a woman whose husband dies suddenly, this film explores the emotional adjustments and career/lifestyle adjustments a widow and her family must face. The film evokes a real sense of the woman's emotional transition from the loss of her role as a traditional farmer's wife to a new lifestyle. Because she does not want to be dependent on her adult children, the woman explores career opportunities through courses and seminars. She decides to become a welder, goes through training and gets a job. The woman is shown at home, with her children, doing farm work, in school and working as a welder. Comments from her children are also included. A very realistic depiction of someone who has lost her husband and has to pick up and start a new life. The pacing of the tape seemed to vary with the woman's emotions. The tape makes some good statements about the changeability of life and the need to be flexible as well as providing a positive look at a woman in a nontraditional career.

Wintergreen Software, P. O. Box 15899, New Orleans, LA 70175-5899 . 800/321-WGSW.

Impossible Dream!
8 minutes

A humorous look at the double work load of women everywhere. Answers the questions: How would you like to work at two full time jobs but be paid for only one? How would you like your wages for the paying job to be less than what's paid to others who do the same work?

Lucerne Media, 37 Ground Pine Road, Morris Plains, NJ 07950. 800/341-2293.

It's Her Future.
Video and 16mm - 17 minutes. WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160.

Expresses need for young women to take career planning seriously. Focuses on young women enrolled in nontraditional vocational education courses. Women in nontraditional careers are interviewed and they tell of their experiences and the reasons why they chose their particular field. A discussion guide is included.

WEEA Publishing Center, Educational Development Center 55 Chapel Street, Suite 200, Newton, MA 02160. 800/225-3088.

Job Interview.
11 minutes.

Shows a role reversal as three women interview the first man to apply for the position of firefighter, a traditional female occupation. An interview format effectively "turns the tables."

Women in Fire Suppression, 411 Marathon Avenue, Dayton, OH 45406-4846.

Juggling Your Work and Family
26 minutes

Coping with the demands of career, child-care, and personal life is a job in itself! This video shows how to juggle the realities of work and family with new approaches and strategies that other professionals use successfully in their own daily balancing acts. Includes realistic child-care solutions, planning tips, and valuable advice to deal with stress -- plus four simple steps to immediately take control of your life.

Impace Publications, Careers Department, 9104 N. Manassas Drive, Manassas Park, VA 22111 703/361-7300.

Just Between Sisters: Futures Unlimited, Minority Women in Technology.
VHS.

This video shares the stories of minority women who have achieved careers in the field of technology.

Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus 4090, New Brunswick, NJ 08903. 201/932-2071.

Killing Us Softly: Advertising Image of Women
30 minutes

Using hundreds of ads from magazines, newspapers, album covers and storefront windows, this film produces a concise and important analysis of a $40 billion industry that preys on the fears and insecurities of every consumer in America.

Cambridge Documentary Films, Inc., P. O. Box 383, Cambridge, MA 02139.

Man Oh Man.
J. Clements. VHS.

This 18-minute film looks at the social forces that shape boys into men. It explores personal definitions of masculinity, inter-gender communications, self worth, gender stereotyping, and changing roles.

New Day Films, 121 West 27th Street, Suite 902, New York, NY 10001. Fax: 212/505-1567 or 212/505-1567.

Making Points.
11 minutes

Points up sex role stereotyping in a clever way. A group of boys are interviewed on a basketball court about their life goals. They respond by repeating answers that girls originally gave to the same questions. Good with teen and adult audiences.

Direct Cinema Limited, P. O. Box 69799, Los Angeles, CA 90069. 213/652-8000/

Men and Women Working Together.

This 18-minute video is devoted to the issues raised by the changing roles of women in the workplace. Topics include discrimination, resentment, and lack of cooperation.

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ. 08543-2053. FAX: 609/452-1602.

Men are Just Desserts

Women are sometimes "held back" or lose self-esteem when they feel they are less than others because they are not married or have a man of their own. This video covers the emotions of such women and leads to the idea that women can be fine and ... Men are Just Desserts!

Wintergreen Software, Inc, P. O. Box 15899, New Orleans, LA 70175. 800/321-WGSW

Men Tomorrow
8:48

This video covers the changing world of the future for men and the dual roles needed in nontraditional careers.

Colorado Community College and Occupational Education System, filmed by International Television Productions 948 East, 7145 South Suite 101, Midvale, Utah 84047. 810/561-0436.

Men's Lives.
43 minutes

Explores male socialization. Young boys, teenage boys and grown men from varied backgrounds describe assumptions about work, women's roles, competition and success. Use with high school to adult.

New Day Films, 22 Riverside Drive, Wayne, NJ 07470-3191. 201/ 633-0212.

Mirror Mirror.
VHS.

This 10 minute video deals with a young women's consideration of her future and eventual choice of a nontraditional career.

VAP Foundation, Dept. J., 23 Meadow Drive, Camp Hill, PA 17011-8331. FAX 717/761-5811.

Molly's Pilgrim.
VHS. 1986.

This 24-minute video depicts a Russian-Jewish girl's response after being taunted by her classmates for being different. The video won the 1986 Academy Award for the Year's Best Short Feature Film. A discussion guide is included.

Anti Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017. 212/490-2525.

Mythbusters

Three young women dispel themyths about women and work by showing real women being successful in nontraditional careers. Multicultural role models to show to secondary and postsecondary young women and men.

New Jersey Vocational Education Resource Center, Rutgers University.

Nothing But Options
17.5 minutes, 1983 videotape

Five women in nontraditional math-based careers tell about their backgrounds and how they got where they are.

Available ($240) through: Math/Science Resource Network, c/o Mills College, Oakland, CA, 94613. 415/430-2230.

Not Just a Job: Career Planning for Women.
VHS - 35 minutes.

This film documentary introduces new ways for women to think about and plan their careers. It shows a group of eight diverse women as they explore their individual values, interests, and skills during a career development workshop.

Cambridge Documentary Films, Inc. PO Box 385, Cambridge, MA 02139. 617/354-3677.

On Equal Terms.
30 minutes

When it comes to male and female roles, we live in a society that has definite social regulations. This video promotes awareness of gender equity as an issue for both genders, and explores nontraditional occupations and comparable worth.

Northeastern Wisconsin In-School Telecommunications, Eileen Littig, IS 1110, University of Wisconsin-Green Bay, Green Bay, WI 54301. 414/465-2599.

Other Women, Other Work
20 minutes, 1973. Women. Color.

Vignettes of a number of unusual women comprise a program dedicated to changing attitudes toward suitable "women's work."

Churchill Films.

Positive Images: Portraits of Women with Disabilities
58 minutes

This video is designed to provide positive, realistic pictures of the lives of women with disabilities and the social, economic, and political issues they face.

Women Make Movies, Box SE, 225 Lafayette St., New York, NY 10012. 212/925-0606.

Poverty Shock

30 minutes

This documentary portrays several real life situations in which a mother's previous lifestyle has been severely disrupted by divorce, teenage pregnancy, loss of husband's income, etc. Most of these women are unprepared to support themselves and must rely on welfare, peer support, loans or gifts. An eye-opening experience for young women who believe that after marriage they are taken care of for the rest of their lives.

Northeastern Wisconsin IN-School Telecommunications, Eileen Littig, IS 1110, University of Wisconsin-Green Bay, Green Bay, WI 54301. 414/465-2599.

Problems of Working Women.

This 24-minute video examines the challenges faced by working women with small children and how they cope with low wages and inadequate day care.

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053. FAX: 609/452-1602.

Ready, Willing, and Able: To Be Employed.

VHS. 1986.

This 28-minute video deals with how to tell an employer about your disability, how to search for employment, prepare a resume, interview, and protect your rights as a disabled woman.

Vocational Studies Center, Publications Unit, Department V, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706. Fax: 608/263-9197.

Ready, Willing, and Able: To Be Independent.

VHS. 1986.

This 28-minute video stresses career assessment, work values, personality profiles, job opportunities, nontraditional careers, setting goals, and making decisions as experienced by women with disabilities.

Vocational Studies Center, Publications Unit, Department V, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706. Fax: 608/263-9197.

Ready, Willing, and Able: To Be Me.

VHS. 1986.

This 28-minute video focuses on learning coping skills, building support systems, and working at personal growth to achieve a state of wellness. Self-esteem, values clarification, sexuality, marriage, family, and rights of the disabled are illustrated through real life situations.

Vocational Studies Center, Publications Unit, Department V, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706 Fax: 608/263-9197.

Science: Women's Work.

VHS. 1980.

This 28-minute video features women who have chosen careers in science and mathematics and urges young women to take more science and math courses in high school.

National Audiovisual Center, National Archives and Records Administration, 8700 Edgewood Drive, Capitol Heights, MD 20743. 800/638-1300.

Sending the Right Signals.

VHS, student handbook, and teacher handbook

This training package is designed to aid schools in preventing sexual harassment. These materials should

help students learn the proper techniques they need to cope with sexual harassment.
Project VOW, Center for Occupational Education, 2039 Kennedy Blvd., Jersey City, NJ 07305. 201/547-2188.

Sex Equity in Vocational Education

Developed for use in staff development 6to explain terminology and reasons for gender equity in vocational education.

The Ohio Department of Education, Division of Vocational and Career Education, 65 South Front Street, Columbus, OH 43266-0308.

Sex Equity: Can It Work?
13 minutes

This video was developed to use as a staff development resource to show all educators how they are all responsible for gender equitable classrooms and teaching methods. It uses secondary educators.

University of North Florida Leadership Development Program for Sex Equity.

Sex Equity in the College Classroom.
30 minutes

Provides an introduction to the subtle classroom inequities that occur in teacher-student and peer interaction. The Sadkers recommend that the videotape be followed up with an instructional workshop designed to teach classroom observation skills.

NAK Productions, 1317 Apple Avenue, Silver Spring, MD 20910. 301/565-0325.

Sex Equity in Vocational Education
12 minutes

Describes and gives legal basis for sex equity in vocational education. Explains the sex-fair classroom and sex-fair instructional materials.

National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

Sexism in Language.
VHS

This 20-minute video presents closely-analyzed examples that show how sexism and anti-sexism are contained in language use; for example, in some lyrics, everyday conversations, newspaper reports, etc.

Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053. Fax: 609/452-1602.

She's Nobody's Baby
55 minutes, 1981 Women/History. Color

This film explores and celebrates the women who overcame cultural limitations to help shape our history. Designed to improve working relations among men and women.

Ms. Magazine, ABC Wide World of Learning.

Shortchanging Girls, Shortchanging America.
VHS. 1991.

This 19-minute video addresses the need for major changes in the ways girls are taught and treated in schools. It included AAUW poll results, interviews with educational experts, and narratives by public policy leaders.

AAUW Sales Office, PO Box 251, Annapolis Junction, MD 10701-0251. 800/225-9998, ext. 91

Smart Cookies Don't Crumble
45 minutes

Based on the best-selling book by Dr. Sonya Friedman, this video delivers life-changing insights to today's American woman. She gives advice that will increase self-confidence, improve self-image, and increase confidence.

Wintergreen Software, P. O. Box 15899, New Orleans, LA 70175. 800/321-WFSW.

Stale Roles and Tight Buns: Images of Men in Advertising.
29 minutes.

Presents a selection of images of men found in consumer advertising. Through these, we see the myths used to define and limit the American man. The video forces us to examine our definitions of "real men" and to think critically about the pressures that shape these ideals.

O.A.S.I.S.,Inc., 15 Willoughby Street, Boston, MA 02135. 617/782-7769.

Stephanie.
VHS. Peggy Stern. 1986.

This 58-minute award-winning film follows a young girl through six years of her life. She becomes disaffected with school and ultimately drops out. The film reveals the broader points of socialization, sex-role stereotyping, and the problems of the American educational system.

Women Make Movies Inc, 225 Lafayette Street, Suite 206, New York, NY 10012. Fax: 212/925-2052.

Stepping Out, Stepping In.
2 VHS Videos and Facilitator's Guide.

The first video, Stepping Out, tells a woman what to expect when she decides to choose a nontraditional occupation. The second video, Stepping In, explains how a woman should prepare herself physically, emotionally, and mentally, before joining a male-dominated occupation.

Vocational Studies Center, Department V., School of Education, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706. FAX: 608/262-9197.

Takeoff with Women of Achievement in Non-Traditional Roles
Series of 5 programs

This series of five programs graphically visualizes women who have attained success in career options only dreamed about until recently. Each of the programs presents a female in a nontraditional career. Minority females are featured. Examples of careers are: video producer, TV news cameraperson, veterinarian, police officer, legislative aide, dentist, attorney, structural engineer, automotive engineer, geologist, biotechnologist, marine boilogist, antronomist, zookeeper.

Takeoff Video Educational Excellence, 8808, St. Charles Rock Road, St. Louis, MO 63114, 800/462-5232.

Tech Prep . . . A Future To Look Forward To
10 minutes

This video is designed to inform and educate parents, teachers, counselors and business and industry about the new Tech Prep program. Highlights include the need for Tech Prep, explaining and selling the Tech Prep Concept, educational and economic opportunities that Tech Prep will provide and "Teamwork", how to get support of the entire community. Testimonies from business leaders, a college Tech Prep coordinator, and a college vice president are included.

Technimedia Studios, 124-126 South Fifth Street, Steubenville, OH 43952. 800/282-5315.

Tech Prep . . . It's Where the Action Is
8 minutes

This video program is high-powered, fast-moving and designed to inform, education and encourage junior high and high school students to enroll in a Tech Prep program. Included are testimonies from students and a business leader. It incorporates special effects and razzle-dazzle that draws the young target audience to the MTV screen every day. On-camera hosts are young, attractive, energetic, and articulate. This video includes reproducible activity worksheets and teachers guide.

Technimedia Studios, 124-126 South Fifth Street, Steubenville, OH 43952. 800/282-5315.

The Impossible Dream
8 minutes, 16mm.

How would you like to work at two fulltime jobs, but be paid for only one? How would you like your wages for the paying job to be less than what's paid to others who do the same work? This is a humorous look at the double work load of women everywhere.

The Tough New Labor Market of the 1990s -- And What it Takes to Succeed
30 minutes

A video that explains that a tough, new reality exists in the labor market. It is increasingly competitive for those who are not prepared. This new video is powerful motivation; the simple truths portrayed present education and training as a positive necessity for youth and adults. It opens at the scene of an abandoned commercial area, one example of past disruptions in the economy. It helps viewers understand events in a national even international context.

Jist Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431. 800/648-JIST.

The Video GOE Series
A series of 12 interest areas.

This series, a Guide for Occupational Exploration, focuses on career clusters (Worker Trait Groups) organized in 12 interest areas. A 14-video series, this group presents a broad range of occupational information, including educational requirements, specific skills required, contemporary technologies, employment outlook, advancement, work activities and work situations. Information is conveyed primarily by three people -- two actors and their director. The format is informal and interesting. More than 85 workers have interview segments.

Jist Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431. 800/648-JIST.

The Women's Prejudice Film
18 minutes, 1974. Women. Color.

Explores contemporary life styles of women and attitudes concerning the equality of roles among men and women.

Sandler Institutional Films, Barr Films

There's No Such Thing as Woman's Work.
VHS. 1987.

This 30-minute video uses period music, cartoon art, historical photographs and newsreels to show the changing nature of women's participation in the work force. It addresses issues and concerns of women workers.

National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. 707/838-6000.

Trade Secrets: Blue Collar Women Speak Out
23 minutes.

Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. They tell how they overcame the physical and personal obstacles to find satisfaction in their trades, greater financial power, and a new sense of identity.

Women Make Movies, Box SE, 225 Lafayette Street, New York, NY 10012. 212/925-0606.

Troubled Harvest.
VHS. Sharon Genasci and Dorothy Valesco. 1990.

This 30-minute video, winner of the Silver Award from the Houston International Film Festival, documents the lives of migrant farm workers from Mexico and Central America as they work in California and the Pacific Northwest. Interviews with the women workers reveal the problems they face as working mothers with children, the effect of U.S. immigration policies on family unity, and the effect of pesticides on the health of their children.

Women Make Movies, Inc., 225 Lafayette Street, Suite 206, New York, NY 10012. FAX: 212/925-2052.

You May Call Her Madam Secretary. Frances Perkins, Secretary of Labor, 1933-45.
VHS.

This 57-minute documentary relates the life of Frances Perkins, a life-long champion of social and workplace reform for factory workers. She was Secretary of Labor in President Franklin Roosevelt's cabinet from 1933 to 1945. The film won four awards for excellence in film making.

Facets Multimedia, Inc., 1517 Fullerton Avenue, Chicago, IL 60614. 800/331-6197.

You Pack Your Own Chute.
You Can Surpass Yourself.
Grab Hold of Today!
The Joy of Involvement.

These films have the power to convince people they are capable of growth, and once an individual accepts this possibility, miracles can happen!

The Eden Ryl Behavioral Series, RMIC Productions, 3505 Cadillac Ave., #0-106,k Cost Mesa, CA 92626-1435.

Votes For Women?! The 1913 U.S. Senate Testimony.
VHS. Jocelyn Riley. 1990.

This 15-minute video presents verbatim testimony from the 1913 Senate hearings. Also included are pro- and anti-suffrage buttons, banners, cartoons, and postcards from the time period.

Her Own Words, PO Box 5264, Madison, WI 53705. 608/271-7083.

Warning: The Media May Be Hazardous To Your Health.
Henai Lane. VHS.

This video exposes the dangers of media models that glamorize violence, fear, and hatred between the sexes. It can be shown to everyone from high school students to business executives to help reduce the problems of racism and sexism in our society.

Media Watch, PO Box 618, Santa Cruz, CA 95061-0618. 408/423-6355.

What Is a Nontraditional Career?
VHS. Lois V. Cummingham. 1990.

This video explains what a nontraditional career is and how it is obtainable for both men and women.

Region IV Education Service Center, PO Box 863, Houston, TX 77083. 713/462-7708.

What Will I Be?
30 minutes, 1974. Women/Education. Color.

This program looks at women's roles in the education system with regard to sexism. Solutions and problems are discussed.

Women in Focus.

Why Value Diversity?
VHS.

This 26-minute video deals with the realities of the multi-racial, multi-lingual work force which continues to practice racism and sexism. Examples are given of how to adapt to and benefit from the new diversity.

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053. FAX: 609/452-1602.

Why Not a Woman?
26 minutes, 1977. Women/Occupations. Color.

This program shows the wide range of job and training opportunities available to women of all ages. Myths about women and work are challenged.

Employment and Training Administration, National AudioVisual Center.

Why Work?
15 minutes

This video offers six reasons why you're better off employed. Dean Curtis and his associates have trained thousands of unemployed people, using these six reasons as the basis for motivating and empowering people to become employed. An experienced trainer, Curtis narrates the video and he interacts with unemployed people to affirm six reasons why it is better to be working.

Jist Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431. 800/648-JIST.

When I Grow Up
26 minutes, 1977. 16mm.

This open-ended production serves to increase awareness among educators of the existence of sex-role stereotype practices typically found in the classroom and school. A good workshop aid for school personnel, parents, and older students who can take adult imperfection in stride.

Women and Careers
50 minutes, 1979. Women. Color.

This program includes the current status of the working woman, sex discrimination laws, the socialization process, the need for role models, the games of male organizations shaped by the military and sports, and the prospects for the future.

California State University, Chico.

Women and the Corporate Game.

This 21-minute video stresses that if female executives are not receiving the same treatment and equal pay as their male counterparts, they should consider starting their own business.

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053. FAX: 60-9/452-1602.

Women at Work: Change, Choice, Challenge

19 minutes, 1978. Women. Color.

A dialogue with seven women, expressed in counterpoint with actual on-the-job scenes, reveals their attitudes about work training, and their personal roles.

Encyclopedia Britannica Educ. Corp.

Women Get Ready

Developed by the Illinois State Board of Education, this video explalins how women have a world of opportunity in career choices. Role models express the need for women and men to choose their careers based on interests and needs. Construction, electrical engineering, plumbing and other nontraditional careers for women are discussed along with some of the peer pressures and barriers as well as the benefits for the choices.

Illinois State Board of Education, 100 N. lst Street, Springfield, IL 62777.

Women in Business: Risks, Rewards & Secrets of Running Your Own Company.

VHS. 1987.

This 70-minute video contains the following segments; what it takes to start and run a business, finding support and advice, obtaining financing, hiring good people, building credibility, projecting the proper image, staying focused on the goal, being the boss, managing employees, delegating and risking success.

Inc. Business Products, PO Box 1365, Wilkes Barre, PA 18773-1365.

Women in Combat.

VHS. 1990.

This video was originally aired on the CBS news program 60 Minutes on August 26, 1990. It deals with the subject of allowing women to perform military duties in combat situations.

Ambrose Video Publishing, Inc., PO Box 2284, South Burlington, VT 05407-2284. 800/843-0048.

Women in Science. Careers for Women.

8 VHS videos.

This set of videos explores scientific careers for women. Titles include; biomedical fields, chemistry, computer science, dentistry, geosciences, physics, and astronomy.

Agency for Instructional Technology, Box A, 1111 West 17th Street, Bloomington, IN 47402.

Women of Influence!
SOFTWARE GAME

This software game can become a competitive quiz while it teaches about the nontraditional lives of famous American women. Students learn about the women and their times as they play. The more answers they get wrong, the more they find out about the women. The longer they plan, the more answers they get right. Twenty women's stories come alive through personal details and information about conditions for women during their lifetimes. Strong role models for young women are portrayed in these stories as well as little known historical facts. Their accomplishments seem even more heroic when seen in the context of life in their times.

Wintergreen Software, P. O. Box 15899, New Orleans, LA 70175. 800/321-WFSW.

Women of Tomorrow
30 minutes, 1979. Women/Occupations. Color.

A program probing into nontraditional jobs for women in the construction industry.

Women on Top.

This 26-minute video examines whether traditional positive female values are undermined by the business world's use of aggression, domination, and control.

Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053. FAX: 609/452-1602.

Women: The New Poor
28 minutes

This informative video focuses on four women: Bernice, an unemployed Black single mother; Dody, a displaced homemaker with a Connecticut home beyond her means; Paula, a young divorcee with three part-time jobs; and Alexis, a Latina who moved into a shelter with her teenage daughter after a fire destroyed their home. Stressing the need for education, job training and support, this important tape illustrates commonalities among poor women of different backgrounds and their attempts to defy the statistics of poverty.

Women Make Movies, 225 Lafayette Street, New York, NY 10012 212/925-0606.

Word in Edgewise.
Heather MacLeod. 1986.

This 26-minute video explains the role of language in shaping behavior. It covers sex bias in everyday speech and writing and can be used by educators to improve their awareness of the use and abuse of language in perpetuating sex bias in culture.

Women Make Movies, Inc., 225 Lafayette Street, Suite 206, New York, NY 10012. Fax: 212/925-2052.

Work and Family: Walking the Tightrope.
30 minutes.

This program presents the background for a discussion of the problems facing workers today--child care, parental leave, alternative work schedules, and employee assistance programs.

The Bureau of National Affairs, Inc.,Circulation Department, 1231 25th Street, N.W., Washington, DC 20037.

Workforce 2000
10:25

Discusses with students the new needs for Workforce 2000.

Colorado Community College and Occupational Education System, filmed by International Television Productions, 948 East 7145 South Suite 101,k Midvale, Utah 84047. 810/561-0436.

Would I Work With Me?

As a video teaching job survival skills, this one does a good job of showing both teenagers' and employers' points of view. It includes lots of quick cutaways to teenagers on the job, as well as managers managing. It would be a good orientation for teens who have not worked at all, and would be quite helpful for employers who have not employed teenagers before.

Jist Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431. 800/648-JIST.

Your Choice--Your Future

18 minutes

Designed to stimulate discussion about the advantages and disadvantages of nontraditional occupations. Includes interviews with thirteen people who chose nontraditional occupations.

Vocational Education Section, School of Humanities, Social Science and Education, West Lafayette, IN 47907.

Zona Gale: Her Life and Writings.

VHS. Jocelyn Riley. 1988.

This 15-minute video highlights the novels, poems, and essays of Zona Gale, a Pulitzer Price winning playwright, novelist, journalist, and poet. Zona Gale was born in 1874 and died in 1938.

Jocelyn Riley Productions, PO Box 5264, Madison, WI 53705. 608/271-7083.

OTHER SUPPLIERS

American Association of University Women
P. O. Box 251
Annapolis Junction, MD 20701
800/225-9998

American Vocational Association
Department 93C
1410 King Street
Alexandria, VA 22314

Center on Education and Work
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, TI 53706-1796

CETA Corporation
1236 Langston Drive
Columbus, OH 43220
800/848-4815

Changing Channels
1212 Main Street
Linn, MO 65051
Contact: Roberta Buschjost

FASE Productions
4801 Wilshire Blvd.
Suite Two Fifteen
Los Angeles, CA 90010

Films for the Humanities & Sciences, Inc.
11 Perrine Road
Monmouth Junction, NJ 08852

Indiana Leadership Consortium
Smith Research Center
Indiana University
Bloomington, IN 47405 Contact: Amy Sutley and Cathy Hart

JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202
800/648-JIST or 317/264-3720

National Businesswomen's Leadership Association
6901 West 63rd Street
P. O. Box 2949
Shawnee Mission, KS 66201-1349

Technimedia Studios
124-126 South Fifth Street
Steubenville, OH 43952
412/471-4321 -- 800/282-5315
FAX: 614/282-TECH
Contact: Mike Kotora
Wintergreen Software, Inc.
P. O. Box 15899
New Orleans, LA 70175-5899

Women in Military Service for America
Memorial Foundation, Inc.
Department 560
Washington, D.C. 20042-0560
703/533-1155 -- 800/222-2294

Women's Educational Equity Act Publishing Center
(EDC)
55 Chapel Street
Mewton, MA 02160
617/969-7100
800/225-3088

VII. JOINT PLANNING

by Ruth Wingo

Since the passage of the Manpower Development and Training Act of 1962 and the Vocational Education Act of 1963, there has been an emphasis on and mandates for coordination and linkage of vocational education programs and training conducted under the provisions of legislation which are currently administered by the U.S. Department of Labor and the U.S. Department of Education. The Texas Higher Education Coordinating Board and the Texas Department of Commerce have taken steps to create an environment that is conducive to local providers of postsecondary vocational education and training to achieve coordination through joint planning efforts.

It has long been argued as to whether coordination and linkage should take a "top down" or "bottom up" (grass roots) approach. It is a common belief that both must take place simultaneously, with the state providing the leadership and environment so that coordination can occur at the local level. With statewide interagency coordination effected through discussion, nonfinancial agreements, and contracts, local agencies and institutions are helped in facilitating programs, activities, and services underserved -- our mutually targeted special populations. We can all serve more of those who need serving, and achieve their highest potential through pooling our resources to provide the maximum in training, services, education, and placement. Our efforts need to be truly coordinated to go beyond placement -- retention, upgrading, promotion -- to provide effective results for the most we can achieve in our state today.

A major current concern of the nation, and particularly Texas, is economic development. The primary indicators of economic growth are income, employment, and production. Because of its major role in economic development in Texas, occupational education and training is in a most critical position of accountability. Economic development and the changes of the labor market require an efficient delivery system of occupational education and training. The delivery system for occupational preparation must meet the needs of the individual in terms of salable job skills and the needs of the changing labor market. Business and industry develop and relocate in areas where there is a potential labor force to meet their respective needs for workers. Texas has this potential labor force which in part is composed of the unemployed and the undereducated. This component of the potential labor force has in the past years been referred to as the disadvantaged or "at-risk" youth and "hard to serve" adults; now referred to as "special populations".

The Carl B. Perkins Vocational and Applied Technology Act (PA 101-392) defines *Special Populations* as:

- individuals with disabilities
- educationally and economically disadvantaged individuals
- individuals of limited English proficiency
- individuals in correctional institutions
- individuals who participate in programs and activities designed to eliminate sex bias and sex stereotyping.

Emphasis being placed on the special populations, many believe that the democratic principles of our society call for equal educational opportunities. However, despite federal and state civil rights, and sex equal legislation, some individuals do not believe that the achievement of equity is sufficient by itself, and believe that its value should be additionally justified on the basis of its enhancement of other aspects of education when planning for the special populations.

Many changes are needed to ensure the achievement of gender equity in educational activities and settings. Such equity with respect to sex, race, ethnicity, handicap, age, religion, and so on, is a matter of simple justice, whether or not it has a measurable causal effect on achieving larger educational or societal goals. All of our educational institutions do not yet provide full equality for females and males. Many obvious types of inequalities in providing educational opportunities for both sexes -- such as restrictions on enrollments for certain courses -- have decreased, but subtle types of discrimination leading to differential learning opportunities and inequitable benefits still exist.

The achievement of gender equity goals in society by the reduction of sex discrimination and sex stereotyping is valued for a wide variety of personal, political, economic, and philosophic reasons:

- Some personal and societal reasons for supporting gender equity are to optimize human development potential so that all females and males are able to develop themselves as individuals without limitations of gender-prescribed rolls. For example, males as well as females should be encouraged to play nurturing roles toward their families and others.
- Key political reasons favoring gender equity focus on the need to provide basic human rights essential for a democracy and to eliminate discrimination against groups of people based on stereotypes.
- Economic reasons for advocating gender equity are based on concerns for adequate resource use.
- Philosophic reasons for gender equity are based on a variety of principles,

> including those that focus on justice, ethics, human dignity, and an accurate portrayal of the world as it is, or can be, without the continuing neglect of the contributions of the 51% of the world's population that is female.

A study conducted in 1981-82 by the Research Triangle Institute, Research Triangle Park, North Carolina, identified in Texas sixteen state agencies and five state commissions as having state statutory responsibility or authority for providing occupational education and training programs and services. Three of the state agencies which have responsibility and authority to provide occupational education and training for the special populations are the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce. Other agencies which have similar responsibilities to the special populations include the Texas Department of Human Services, the Texas Rehabilitation Commission, and the Texas Employment Commission.

The Texas Department of Commerce through the Work Force Development Division is responsible for serving the special populations under provisions of the Job Training Partnership Act (JTPA). The Community and Technical Colleges Division of the Texas Higher Education Coordinating Board has the responsibility for occupational education and training and the administration of the Carl D. Perkins Vocational and Applied Technology Education Act for Texas postsecondary institutions. The Texas Education Agency has the responsibility for oversight of Carl D. Perkins in public secondary schools.

Section 357 (nontraditional employment for women) of the 1992 amendments to the Job Training Partnership Act encourages a broader range of training and job placement for women. The Nontraditional Employment for Women (NEW) bill was passed January 3, 1992, and was based on the following rationale:

> *With the onset of the military build-up and war in the Persian Gulf, American women prove daily their ability to master nontraditional fields of work, including those jobs that are most dangerous. But women have not been given this same opportunity to train and participate in nontraditional employment at home. Equal opportunity in employment may be the law of the land, but occupational segregation of the sexes is a fact of life. For example, women are 87 percent of data entry keyers and men are 87 percent of data processing equipment repairers. Not surprisingly, data entry keyers earn on average $290 per week while data processing equipment repairs earn an average of $515 per week.*
>
> *The reasons for occupational segregation are both varied and complex. Cultural stereotypes about the roles of men and women and the jobs they can and should perform still exist. Moreover, women who do choose to pursue nontraditional employment are the victims of sexual harassment or more subtle forms of discrimination. Government studies verify that women have not received their fair share of the training available under JTPA for jobs that offer the best wages, benefits, and long-term earning potential*
>
> *The NEW Act will begin to correct this shortcoming in JTPA. It provides for greater opportunities for women to receive training and placement in construction, electronics, and other nontraditional and high paying fields of work. The bill will accomplish this objective in two ways. First, the NEW Act requires service delivery areas and states to include goals in their annual job training plans for training and placing women in nontraditional employment. Second, the Act creates a 4-year, $8 million demonstration program to foster the development of programs to train women for nontraditional employment.*
>
> *It is a known fact that carpenters earn more than cashiers, and technicians earn more than typists. In addition, the cashier or typist is more often than not supporting her entire family on her income. The NEW Act will help women secure their fair share of the training they need for jobs with the best earning potential.*

PURPOSES

The purposes of the NEW Act are:

- To encourage efforts by the Federal, State and local levels of government aimed at providing a wider range of opportunities for women under the Job Training Partnership Act;
- To provide incentives to establish programs that will train, place, and retain women in nontraditional fields;
- To facilitate coordination between the Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Education Act to maximize the effectiveness of resources available for training and placing women in nontraditional employment.

DISCRIMINATION

The NEW Act is very clear in stating nothing shall be construed to require, sanction, or authorize discrimination in violation of Title VII of the Civil Rights Act of 1964 or any other Federal law prohibiting discrimination on the basis of race, color, religion, sex, national origin, handicap, or age. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under or denied employment in any program under the NEW Act because of race, color, religion, sex, national origin, age, handicap, political affiliation, or belief.

With the passage of NEW, occupational preparation programs funded by JTPA and Perkins are mandated to be free of sex bias and sex discrimination. Since all occupational preparation programs are designed for economical parity both acts (JTPA and Perkins) support and encourage the recruitment of women into nontraditional careers that pay more than do traditional careers for women.

In this era of the reduction of funds for education and training and the continued increase in the number of the special populations, providers of occupational education and training are experiencing a decrease in resources relative to the number of persons to be served. Congressional action and state legislation, where not mandated, have encouraged coordination and linkage between state agencies and local providers in the use of Carl D. Perkins and JTPA funds for meeting the needs of the special populations. National and state surveys and studies conducted to determine the extent of coordination and linkage between Carl D. Perkins and JTPA entities have revealed that the desired coordination and linkage have not been achieved. In a few cases where there were indications of the achievement of the desired coordination and linkage level, it was found the desired level of achievement was the result of joint planning.

In 1987, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce formed a unique tri-agency partnership to support efforts of employers and educators to prepare a skilled and educated work force. The Master Plan for Vocational and Technical Education, which serves as a blueprint for the reform of vocational and technical education, guides the partnership in its efforts to implement major, interrelated work force development initiatives: Quality Work Force Planning and Tech Prep high school and associate degree programs. In 1991, the U.S. Departments of Education, Labor, and Health and Human Services recognized the Texas Quality Work Force Planning initiatives as an exemplary model for work force program coordination.

COORDINATION BETWEEN QWFPCS AND TECH PREP CONSORTIA

- Develop and implement Tech Prep High School and Associate Degree programs, based upon selected targeted occupations identified by the region's Quality Work Force Planning Committee (QWFPC).

- Maintain inventories of programs and services for use in program planning for special population students.

- Provide for equitable choices through integrated workplace and classroom learning experiences which provide theoretical and applied instruction and practical experience in a business or industry connected with the area of study.

- Improve communication and dissemination of information within the region.

- Develop resource sharing agreements among education and training providers, private industry councils, business, industry, and labor.

- Coordinate a delivery system for educational and social preparatory and support services for students, including special population students, to ensure access to program participation and student achievement.

- Provide a comprehensive and continuous professional development program for secondary and higher education academic and vocational-technical faculty, counselors, other staff, and administrators involved in Tech Prep programs; and a State guided method to identify and follow the progress and outcomes of Tech Prep students including the special population students throughout the program.

- The Tech Prep Consortium will inform the QWFPC about its methods for students follow-up certifying for employers the competency attainments of its Tech Prep participants, including the special populations.

BARRIERS TO COORDINATION, LINKAGE, AND JOINT PLANNING

In the efforts to develop strategies for achieving the desired level of coordination and linkage of the various agencies, organizations, and local providers in meeting the occupational education and training needs of the special population it was determined that the barriers to these efforts should be identified. A review of the literature has revealed a variety of factors or barriers that have hindered efforts to coordinate and link since the days of the Vocational Education Act of 1963 and the Manpower Development and Training Act. Barriers to coordination and linkage between Carl D. Perkins and other programs for the special population which have been identified include the following:

- Turf issues protecting bureaucracy
- Turf issues protecting institutions
- Feelings of mutual distrust
- Differing perspectives
- Lack of knowledge about the other system, agency, legislation
- Planning cycles
- Lack of leadership for coordination (state and local)
- Lack of comprehensive (cooperative) planning at the agency or local institutional level
- Program quality concerns
- Concerns for research
- Communication problems
- Bad prior experiences
- Client or student eligibility
- Funding restrictions

Some of the barriers listed above, such as funding restrictions, may be readily detected; others, such as differing perspectives and knowledge of legislation, may not be as easily detected. The barriers are many and sometimes difficult to overcome. However, strategies can be developed to remove or cope with the identified barriers and facilitate improved and effective coordination and linkage.

FACTORS THAT FACILITATE COORDINATION AND LINKAGE

Studies have revealed that the following strategies or factors have facilitated coordination and linkage between Carl D. Perkins and other entities

- Leadership at the state or regional level
- Improved communications and trust
- Willingness of people to cooperate
- Shared representation on committees and task forces
- Knowledge of the other program; law, rules, regulations, purposes, allowable activities
- Sharing of instructional resources
- Sharing of program planning and relevant information
- Joint planning
- Joint programs

Implementing or using all of the above factors may appear as a nonachievable objective. Successful efforts to implement or utilize the factors must be evident. Implementing or using all of the factors for coordination and linkage can be achieved through the process of planning.

THE PLANNING PROCESS

A great number of designs and systems have been developed, advocated, and used as a process for planning. The term process has been defined and interpreted as a specific method, involving sequential steps of operations, for completing an assigned task. A process for planning is depicted graphically in Figure 1. The reason for this graphic depiction is that it shows sequential steps but is not restricted to a single method for carrying out the process. The process as presented permits the use of a variety of

THE PROCESS OF PLANNING

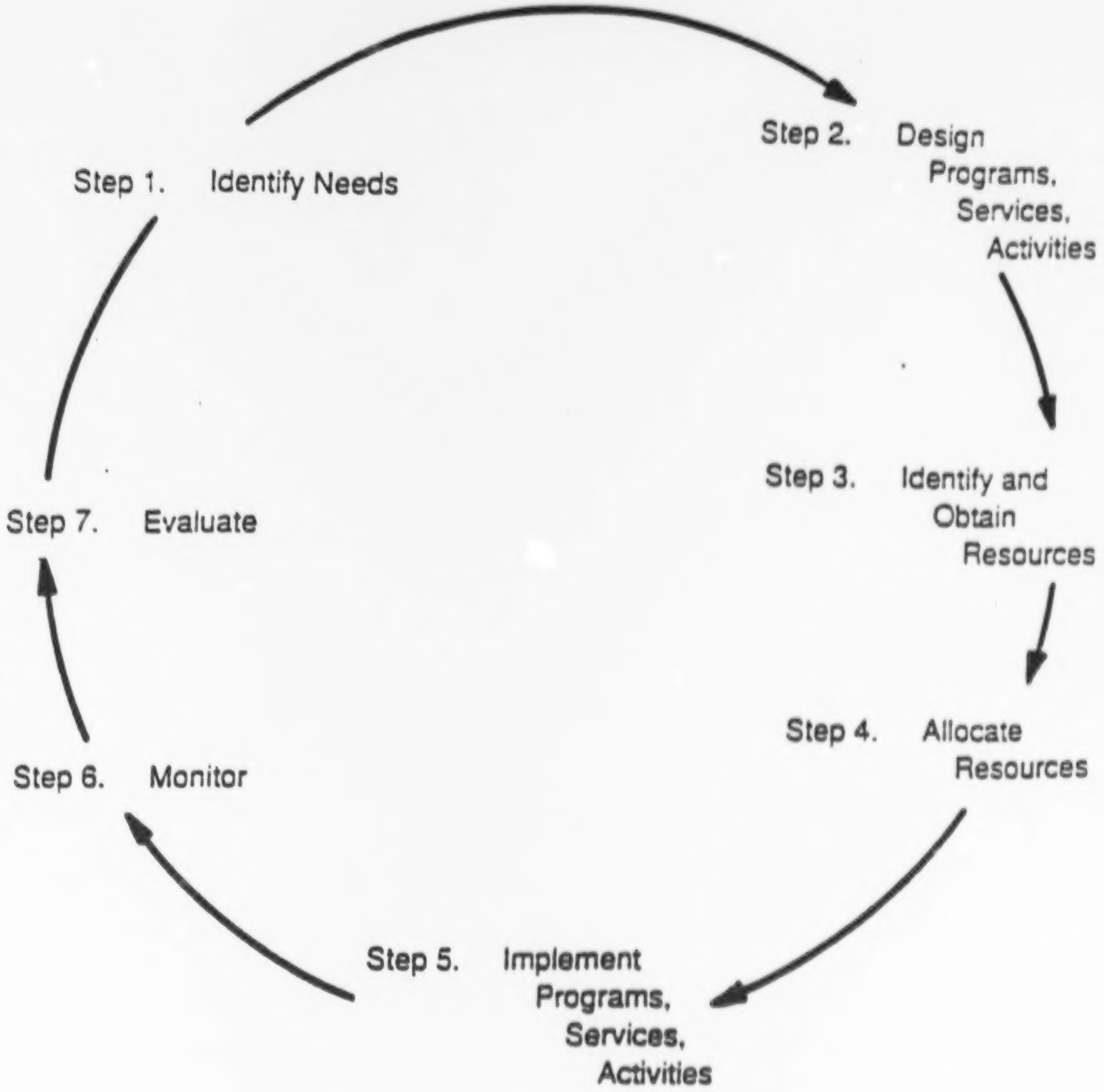

Step 1. Identify Needs
Step 2. Design Programs, Services, Activities
Step 3. Identify and Obtain Resources
Step 4. Allocate Resources
Step 5. Implement Programs, Services, Activities
Step 6. Monitor
Step 7. Evaluate

Figure 1

planning methods such as comprehensive planning, strategic planning, tactical planning, and joint planning. Planners of occupational education and training programs and related support services have traditionally approached the process of planning and development in a logical and organized manner; that is, systematically. Being systematic, however, is not the same thing as applying a systemic approach that includes needs analysis, strategic planning, tactical planning, and planning for management control. As used here, needs analysis means the process of identifying and determining priorities of needs. Strategic planning involves the acquisition of resources -- existing, new or from other sources, or combined sources -- to meet the identified need(s).

Strategic planning is essential when established criteria for the allocation of financial resources have been mandated by governmental bodies. The objectives of financially assisted programs, services, and activities at the state, regional, and local levels. Tactical planning relates to the allocation of resources among programs, services, and/or activities designed to meet the identified needs.

In order to maximize the benefits of strategic and tactical planning, both of which involve the procurement and use of resources, it is essential that the holders and users of those resources make a comprehensive planning effort for the maximum effective and efficient use of all available resources to meet the needs of targeted populations.

Comprehensive planning is essential when three or more governmental bodies are providers of similar programs, services, and activities for the same targeted population. Comprehensive planning involves planning at the local, regional, or state levels, by representatives of all entities.

The concept of comprehensive planning for meeting the education and training needs of special populations must have a sound base, be clearly defined, and be meaningful to the planners and decision makers. L. S. Wright, in his paper "Developing Comprehensive Planning in State Education Agencies" (B.S. Furse, ed. Salt Lake City: Utah State Board of Education, 1969) defines comprehensive planning as:

> ... a process of designing programs and allocating resources to achieve specific objectives, then modifying and improving those activities through continuous evaluation of how well the objectives are reached. It requires utilization of all available and applicable technologies, widespread involvement of those concerned with the results of planning -- those who design and operate the system, those who pay the bills, those who are affected by the system, those who -- in other agencies -- have overlapping and/or related responsibilities and those who control or tap needed resources -- and mechanisms for facilitating and coordinating the highest quality planning.

This definition shows that comprehensive planning requires the involvement of different entities at different levels. It requires a realistic involvement of all entities with available resources and delivery capabilities for meeting the vocational education and training needs of defined populations. Comprehensive joint planning would occur when two or more institutions, agencies, or organizations plan together at the same geographic or regional area.

Planning is an administrative function essential to making decisions ... decisions that will be required in developing, implementing, and evaluating programs, services, and activities to meet the identified needs of a defined population. Planning must be continuous.

Any local educational institution which attempts to meet the occupational education and training needs of special populations must use the process of comprehensive planning within and across each of its own departments or divisions. Comprehensive planning at the institution should occur prior to being involved in joint planning with an external entity serving the same population(s).

The basic steps of planning for comprehensive planning within the institution and for joint planning with external agencies or organizations are the same.

STEPS OF THE PLANNING PROCESS

STEP 1. IDENTIFY NEEDS

a. Identify Populations to be Served

Each institution identifies the number of special populations who desire and/or could benefit from occupational education and training and related services.

Each local institution identifies the number of individuals who are the special populations.

b. Identify Needs of Population

After the targeted population has been identified by classification, the next step is to identify the needs of the targeted population by each subcategory of the population. The overall purpose of this is to identify the occupational education and job training needs of the special population. The needs of the special population could include:

- assessment of each person's interests, abilities, occupational aptitudes, and educational achievement
- basic skills training
- employability skills development
- occupational exploration
- information about occupations and occupational requirements
- opportunities for obtaining occupational training
- opportunities for jobs in identified occupations
- health care
- child care
- transportation aid
- other services

c. Identify Priority Occupations

The State Board for Vocational Education will identify priority occupations of the state and disseminate the list of priority occupations to local education agencies (LEAs) and educational institutions within the state.

d. Identify Needs of the Labor Market

Each year the labor market training needs of the Service Delivery Areas (SDA) are developed through joint efforts of the Texas Employment Commission, Texas Department of Commerce, and the State Occupational Information Coordinating Committee. Institutions may update the labor market information for their respective service areas by conducting local occupational surveys. The training needs of the labor market of the SDA must be shared with every provider of occupational education and job training programs within the SDA if joint planning is to be achieved.

STEP 2. DESIGN PROGRAMS, SERVICES, AND ACTIVITIES

e. Design Potential Programs, Services, and Activities

During this step of the planning process both the institutions and other entities should design programs, services, and activities to meet the occupational education and training needs of each classification of the special population to be served. As each existing and potential resources needed to conduct the proposed program, services, and activity must be identified.

f. Meet Together and Develop Joint Plan

The tentative designs or plans should be discussed by the institutions and other entities serving the labor market area. This brings about joint planning which identifies new or additional resources and will identify gaps in and barriers to the plan.

g. Disseminate Summary of Plan

A summary of the tentative plan for meeting the needs of the special population should be submitted to the respective entity of the educational institution.

STEP 3. OBTAIN RESOURCES

h. Identify Resources

The new and additional resources identified in the plan should include financial assistance. The basic sources of financial assistance to the educational institutions include: The Texas Higher Education Coordinating Board, Division of Community and Technical Colleges, Federal Projects Section (Carl D. Perkins) by submitting an Annual Application for allocated funds. Also some money is available for model programs.

The administrative entity of an SDA by contract in response to a request for proposal or through a sole source contract.

The Department of Human Services [Aid to Families with Dependent Children (AFDC)] by cooperative agreements.

The Texas Education Agency (TEA) and/or Adult Basic Education (ABE) Cooperative by application.

STEP 4. ALLOCATE RESOURCES

i. Decide How to Best Allocate Available Resources

Upon approval of the applications or response to requests for proposals, it may be determined that all requests were not approved. This will require the deletion of some proposed programs, services, and activities. Or by technical planning with a respective institution or other entities, a sharing or reallocation of resources will be appropriate for reinstating the deleted programs, services, or activities.

During the allocation of resources, it is essential that planning for management control be implemented. A plan for management control must be developed and implemented to assure that the allocated resources are used in accordance with the specific purpose for which they were allocated. If funds are allocated for 50 percent of a counselor's time to provide job counseling for the special population then schedules should be developed to assure that the counselor spends 50 percent of his/her time providing job counseling to the special population students. A procedure for documenting the 50 percent time (a time and effort record) must be developed and maintained.

STEP 5. IMPLEMENT PROGRAMS, SERVICES, AND/OR ACTIVITIES

j. Implement the Plan

Implementation is achieved by putting the plan into action. If joint planning has occurred between the institution and other entities, then the implementation will be done cooperatively by the educational institution linking the performance of the institution to the requirements of Carl D. Perkins, and other cooperating agencies.

STEP 6. MONITOR

k. Monitor for Compliance

Monitor to ensure compliance with Acts, rules and regulations promulgated from the Acts.

STEP 7. EVALUATE

l. Evaluate the Outcomes

Evaluation of the programs, services, and activities are performed to determine if the needs of the special populations have been met as planned. The results of the evaluation are used in reporting to the respective funding agency and for information essential in determining performance measures achieved. The evaluation results are also used in planning for the following year.

JOINT PLANNING ADVANTAGES FOR EDUCATIONAL INSTITUTIONS

1. Early identification of eligible population.
   Entities within an SDA must identify and qualify potential participants.

2. The more eligible special populations identified and served, the more federal money will be available.
   Formula allocated monies are based in part on numbers served. Increase the number and it will result in qualifying for additional money.

3. Will be able to serve more when expenses are shared. If two or more programs share the cost of serving special populations, a greater number can be served for a longer period of time.

4. With two or more systems working together, greater retention of these students will result. Because of additional services offered to special populations retention will be more likely.

5. Greater array of services will be available. By offering additional services through Carl Perkins funds, a greater expansion or extension of services will be made available.

6. Better serve local labor market needs. With entities working together the most up-to-date labor market information can be shared and utilized.

7. Can do co-surveys and needs assessments which will help alleviate load. Presently local education agencies, educational institutions, entities within an SDA, and others are performing needs assessments. By working together and combining all needs on one format, the needs assessment information and activities need not be duplicated by each entity, saving time and effort, as well as presenting a unified front for the private sector.

8. Placement activities and follow-up activities enhanced. With more than one entity working on placement and follow-up activities, there is a greater opportunity for the achievement of positive placement in employment and the creation of successful tracking systems.

9. Prioritization of services will be easier and retention of students will be greater. Because more than one entity will be accessing needs and prioritizing services, a more effective prioritization of services can be planned.

10. Increases credibility with private sector cost and effectiveness. Working together can create a "united front" presented to the private sector.

11. Maximizes uses of campus facilities and staff. Shared costs of training and services can provide savings for all entities involved.

Agencies can collaborate through joint planning for better and more cost-effective delivery of occupational education/training and related services to students if they understand and agree on the purposes of their collaboration. Any effort to collaborate in the delivery of services of Carl D. Perkins and other agencies responsible for serving the special populations should include these purposes:

- Focus on same population. Entities must agree that collaborative efforts are best for the targeted populations and for program effectiveness.

- Define responsibilities and authority. Collaboration between and among providers and funding agencies can only be achieved when each has a clear understanding of legal requirements and organizational structures and when misunderstandings about responsibilities and functions are removed. Then the highest quality of services to students is achieved.

- Establish effective communications. Collaboration requires constant communication among the coordinating agencies and the students. Communication is required for sharing of information, creating public awareness, and the building of rapport.

Effective collaboration among entities serving the special population enhances the quality and impact of services to the student. It further increases resources for both providers and students and reduces cost of services by eliminating duplication.

There are a number of strategies that can be used to achieve coordination and linkage through joint planning:

1. **Identify entities** who have been designated responsibilities and/or authority for meeting the needs of the targeted population to be served.

2. **Establish contact** with the other entity and discuss common problems in meeting the needs of the targeted population. Initial contact should be made as early as possible prior to the date for which training, plans and applications must be submitted by each entity to the respective state agencies. The initial contact should be made to arrange for a joint meeting of the administrators of the collaborating entities, such as Postsecondary Institutions (PSI) and Service Delivery Areas (SDA). As a minimum, the agenda for the first meeting should include:

    - Date, time, and location for the meeting. The meeting should be on neutral ground, if possible. If the PSI and Private Industry Council (PIC) are served by a regional planning unit, the staff of the regional planning unit should host the meeting.

- Identify individuals that should participate in first meeting. From the PSI this should include a Vice President for Instruction, Dean of Occupational/Technical Education, and Dean of Adult and Continuing Education.

- Specific purposes of the meeting
  -- Establish areas of coordination and collaboration
  -- Set mutual goals and objectives for joint planning and delivery of services
  -- Define roles and delineate responsibilities for future activities
  -- Prepare schedules for subsequent meetings for joint planning efforts

3. **Maintain communications** during the planning period and plan for shared participation in the delivery of services. Joint planning is basically the sharing of information as each entity develops their respective plans for the same populations prior to the plans being submitted to the state agencies as applications for funding. Sharing of information is best done by personal interaction. Regular meetings should be scheduled for sharing information compiled during each of the six basic steps of the planning process. It is anticipated that four to six planning meetings should be scheduled for completion of Steps 1 and 2 of the planning process.

4. **Develop networking skills**
   Networking is essential to identifying other organizations, educational institutions, governmental agencies, and individuals with whom collaborative efforts may be developed to obtain resources or services to meet the occupational education and training needs of the special populations.

This section has only touched the surface on the "how-to" of joint planning for developing interagency coordination and linkages to serve special populations. This process can be expanded when you are ready and there is a need for joint planning with other funding sources (legislation) and state and local entities to increase earnings of women by the elimination of gender bias and stereotyping in occupational preparation programs.

APPENDIX A

GLOSSARY

GLOSSARY

androcentrism	Male centered.
androgyny	Andro (male) and gyn (female) from the Greek. Refers to the theory that male and female characteristics could be combined, opening the full range of human experience to each individual regardless of sex. To do away with conceptions of masculinity and femininity.
career guidance, vocational counseling and placement	Those programs which: (1) pertain to the body of subject matter and related techniques and methods organized for the development of career awareness, career orientation, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities and (2) assist individuals in making and implementing informed educational and occupational choices.
career information center	The career resource center serves as a focal point for many different kinds of career/vocational counseling activities. It provides a variety of career and occupational information for use by students and teachers such as printed materials usually organized around clusters of occupations, careers, or interests; films, filmstrips, and videos; microfiche; computerized information delivery systems; postsecondary school catalogs; career magazines or tabloids, apprenticeship directories; job hunter's guides; state, local, national employment information and outlook, and financial aid information. Career centers provide a setting for individual or group activities in job survival skills, job

	seeking skills, and full-time or part-time employment
characteristic	An enduring, specific element or sum of the elements in a program.
chauvinist	A person unreasonably devoted to a country, a race, a sex, and contemptuous of other races, the opposite sex, etc.
coherent sequence of courses	A series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. The term includes competency-based education, academic education, and adult training or retraining that meets these requirements.
community-based organization	A private nonprofit organization which is representative of communities or significant segments of communities and which provide job training services (i.e., the National Urban League, SER-Jobs for Progress, Jobs for Youth, vocational rehabilitation organizations, agencies serving youth, agencies serving the handicapped, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations).
competency profile	A document required to be maintained on all students enrolled in secondary occupationally specific courses at grades 11 or 12. Documentation must include the appropriate competencies to be developed in the course, including, but not limited to, the required essential elements and a student rating for each competency. Competency profiles for students in vocational and applied technology education courses, other than grades 11 and 12 occupationally specific courses, shall be defined as any evidence of mastery of the essential elements.

cooperative education	A method of instruction of vocational and applied technology education for individuals who, through written cooperative arrangements between the school and an employer (training sponsor), receive instruction, including a coherent sequence of courses (including general courses and related vocational and applied technology education instruction) by alternation of study in school with a job in any occupational field; the two experiences must be planned and supervised by the school and the employer (training sponsor) so that each contributes to the student's education and employability. NOTE: Not a "Work Program". See definition of Work Study.
cooperative training plan	A written cooperative agreement between the school and the employer (training sponsor) for each student enrolled in a cooperative education course. The training plan shall ensure that each student will receive both on-the-job training and one period daily of related instruction covering the required essential elements for the specific occupation identified in the training plan. In cases where no approved essential elements are available, the appropriate training elements must be identified cooperatively by the school and the employer (training sponsor).
covert sex discrimination	Treatment that appears to be fair and legal but actually discriminates against one sex. Example - females are allowed into the apprenticeship program but are only given the clean up work and therefore they do not learn how to do the skilled work.
direct non-instructional student services	For vocational purposes, student services are those services excluding guidance and counseling, which are not instructional in nature, such as child care, transportation, and work study for students enrolled in

	vocational and applied technology education programs.
displaced homemaker	For the purpose of providing vocational education services and activities under Public Law 101-392. a displaced homemaker is defined as an individual who: (1) is an adult, (2) has worked as an adult primarily without remuneration to care for the home and family and for that reason has diminished marketable skills, (3) has been dependent on public assistance or on the income of a relative but is no longer supported by such income, (4) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for Aid to Families with Dependent Children under part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act and (5) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate.
discrimination	The act of treating one party of group differently from the other; it usually refers to treating one worse than the other.
economically disadvantaged	A family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the state plan. A local education agency must use one or more of the following standards as indicator of low income: (1) annual income at or below the official poverty line established by the Director of the Office of Management and Budget, (2) eligibility for free or reduced-price school lunch, (3) eligibility for Aid to Families with Dependent Children or other public assistance programs,l (4) receipt of a Pell Grant or comparable state program of need-based financial assistance,l (5) eligibility for participation in programs assisted under Title II of the Job Training Partnership Act., (6)

	eligibility for benefits under the Food Stamp Act of 1977, and (7) eligibility for services under Chapter I of Title I of the Elementary and Secondary Education Act of 1965.
educationally disadvantaged	An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, or fails to attain minimal general competencies may be considered "educationally disadvantaged." The definition does not include individuals with learning disabilities. At the secondary level, failure to attain "minimal general competencies" is operationally defined as : (1) having failed to be promoted one or more times in grades one through six and continue to be unable to master the essential elements in the seventh grade or higher; (2) being two or more years below grade level in reading or mathematics; (3) having failed at least two courses in one or more semesters and not expected to graduate within four years of ninth grade entrance; or (4) having failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS or TAAS test, beginning with the seventh grade.
equity	An application of general principles of fairness and an equal distribution of rights and privileges.
equal	Of the same quantity, size, number, value, degree, intensity, quality; having the same rights, privileges, ability, rank.
evaluation	The use of standards in the process of determining the value, results or needs. Evaluation must include both internal and external criteria.
feminism	The theory that women should have equal political, economic, educational, and social rights to those of men.

feminist	Advocate or supporter of feminism, which is the theory that women should have political, economic, and social rights equal to those of men; also the movement to win such rights for women.
gender	The cultural or social concept of identity based on maleness or femaleness, i.e., masculinity or femininity.
gender equity (sex equity)	The existence of conditions that give girls and boys, women and men the same opportunities and choices to advance themselves in education, training, and careers.
human service agencies	State agencies which service individuals.
institutional sexism	A group of established principles or fundamental rules which provide a framework for the practice of discrimination on the basis of sex.
internship	A cooperative arrangement with business or industry where a student enrolled in a prescribed vocational course works without pay in a technical occupation under the supervision of one or more mentors to receive occupational exposure to all aspects of the business or industry. See TAC 65.214(f) and (g) and 75.217(e) for specific requirements.
minority group	A group that is distinctive from the majority of inhabitants in the United States on the basis of race, or groups such as the economically poor, the elderly, school-age parents, and the physically disabled in which race or sex is not a prominent factor.
misogyny	Hatred of women. Note: there is no word that means hatred of men.
non-sexist	Refers to a person who is aware of sex-role stereotyping in the socialization process and in society

	and who is engaged in a conscious process to develop new and more equitable attitudes toward females and males. Also refers to a situation free of sex bias.
nontraditional	A moving away from long established custom, belief, or behavior which has become outdated.
nontraditional occupation	The occupation of an individual in which the vast majority of job holders are of the other sex. An occupation is considered nontraditional on the basis of the sex of the person holding it.
nontraditional worker	A person employed in an occupational area once considered appropriate for the other gender.
norms	The common beliefs of a group regarding appropriate behavior of its members. Norms are social codes which may be established formally or informally.
occupational area	A coherent sequence of courses that lead to a job skill in an occupation.
occupationally specific course	A course designed to prepare students for employment or additional training in a specific occupation.
overt sex discrimination	Open and unconcealed treatment that limits or denies equal opportunities to one sex. Example - females are not allowed to enter the carpenter apprenticeship program.
pre-employment laboratory course	A course designed to provide occupationally specific training in a specific occupation. The training is provided on campus in a laboratory setting, utilizing tools, equipment, and processes actually involved with that occupation.

prejudice	Literally, pre-judgement. A feeling and/or attitude of hostility (dislike, contempt, fear, anxiety) against an individual;/group or a preference for an individual/group based not on knowledge and familiarity, but on preconceived notions.
preparatory services	Those services, programs or activities which are to assist individuals who are not enrolled in vocational education programs to select or prepare for the future enrollment in an appropriate vocational education or training program such as (1) outreach or recruitment of future vocational students, (2) career, personal and academic counseling, (3) vocational assessments and testing, and (4) other deemed appropriate or necessary service.
priority occupations	Priority occupations are those which have an impact on the Texas economy, require substantial training time, and offer a reasonable expectation of career opportunities and advancement.
private school	Any educational institution supported by other than local, state, or federal tax revenues.
private vocational training institution	A business, trade school, or technical institution which serves either secondary or postsecondary students who have the ability to benefit from the training offered by the institution and which is approved by the Texas Education Agency or the Texas Cosmetology Commission.
program	A system or plan of procedures composed of courses in a field of study to prepare students for a specific goal or occupation.
role	The part played by an individual in relation to a group or which he or she is a member.

role stereotyping	The act of applying unfounded traits to an individual based solely upon that person's membership in a group.
sex bias (gender bias)	Behaviors and attitudes that imply that one sex is better than the other.
sex discrimination	Actions which limit or deny equal opportunity, privileges or rewards on the basis of gender.
sex-role stereotyping (gender stereotyping)	Expecting certain behaviors, abilities, interests, values, and occupations based on a person's sex.
sexism	The word was coined by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males or females on the basis of their gender.
special population	A group of individuals which includes people with handicaps, educationally and economically disadvantaged, limited English proficiency, and who participate in programs or activities to eliminate sex bias as well as in correctional institutions.
stereotype	An oversimplified generalization about a particular group of people which usually carries derogatory implications. Stereotypes have a stifling effect upon those on whom they are imposed and are restrictive of their social and personal freedom.
supplementary support services	The necessary curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices that assist students in obtaining content mastery.

tech prep programs	Tech prep education means a combined secondary and postsecondary program beginning with grade 9 of high school and continuing through two years of postsecondary education which: (a) leads to an associate degree with advanced technical skills; (b) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical arts or trades, or agriculture, health, or business; (c) builds student competence in mathematics, science, and communications through a coherent sequence of courses; (d) is developed utilizing input from secondary schools, postsecondary institutions, business and industry; and (e) leads to placement in employment.
Title IX	That portion of the Education Amendments of 1972 which states: *"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."* (Public Law 92-318).
tradition	The handing down of beliefs, values, customs, or statements from one generation to the next, by word of mouth or by practice, as the basis for present behavior or practice.
vocational education	The term "vocational education" means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's general knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills and the occupational specific skills necessary for economic independence as a productive and contributing

	member of society.
work study program	A special school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid in order to enter or continue their education and training in a vocational and applied technology education program. The employment portion of cooperative vocational and applied technology education programs does not qualify as work study. Basic grant funds may be used to compensate students who are economically disadvantaged and are enrolled in vocational and applied technology education and are participating in work study.

APPENDIX B

EFFECTIVE PRACTICES FOR GENDER EQUITY FROM 1993 WORK SHOP PARTICIPANTS

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: I did it! You can too!

Targeted Audience: (please check) ___ Faculty _X_ Students in Nontraditional
Program _X_ Potential Tech/Voc Students
___ Counselors Other: Returning Women Students

Description: Workshop for women to address their fears and concerns in entering or re-entering college. I have a panel of 4 or 5 women students tell their stories and give tips on going back to college. I try to include minority women, older women, and women in nontraditional fields. Sometimes I include a woman who has graduated as well. This is always a very successful workshop. They especially like the sharing and question and answer period.

Resources Used:

1. Handouts
2. can be videotaped

Average Cost Per Person Served

$ ________

Contact Person

Name: Ms. Linda Caplin
Title: Equity Counselor
Agency/Org.: Austin Community College
Address: Northridge Campus
City,State,Zip: Austin, TX 78758
Telephone: 512-832-4727

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: BEM Inventory

Targeted Audience: (please check) ☒ Faculty ☒ Students in Nontraditional Program ☒ Potential Tech/Voc Students ☒ Counselors Other: All

Description: Self appraisal of masculine/feminine characters

Resources Used:

1. calculators - 1 per person
2. inventory for each person

Average Cost Per Person Served

$ ____________

Contact Person

Name: Ms. Laine Horton
Title: Sex equity Consultant
Agency/Org.: Region X ESC
Address: 400 E. Spring Valley
City,State,Zip: Richardson, TX 75083
Telephone: 214-231-6401

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Right Job! Wrong Sex?

Targeted Audience: (please check) ____ Faculty _X_ Students in Nontraditional Program ____ Potential Tech/Voc Students ____ Counselors Other: ________________

Description: Two part workshop targeted for students entering or considering nontraditional fields for their gender. Paul Duffy, a support center counselor also at Austin Community College, and I created these workshops to be given in two parts at our two respective campuses. The first part was at the beginning of the semester to introduce students to the possibilities and dealing with the pitfalls of nontraditional careers. The second part held at the end of the semester was in targeting your job source for nontraditional fields.

Resources Used:

1. handouts
2. videos
3. labor market information
4. gender equity information

Average Cost Per Person Served

$ ________________

Contact Person

Name: Ms. Linda Caplin
Title: Equity Counselor
Agency/Org.: Austin Community College
Address: Northridge Campus
City,State,Zip: Austin, TX 78758-3190
Telephone: 512-832-4727

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Rap Contest

Targeted Audience: (please check) ___ Faculty _X_ Students in Nontraditional
Program _X_ Potential Tech/Voc Students
___ Counselors Other: ____________

Description: Students enter rap contest. Rap may be on sex-fair language, nontraditional careers, support (or lack of support) of parents/peers, famous people in nontraditional careers, advice, perseverance, etc. Award 1st, 2nd, 3rd place prizes and have winning rap professionally recorded and used in promotions.

Resources Used:

1. businesses donate prizes
2. radio stations donate recordings
3. state library or resource center loans materials for students to use

Average Cost Per Person Served

$ ____________

Contact Person

Name: Ms. Elizabeth A. Dayton
Title: Building Fairness Consultant
Agency/Org.: Illinois State Board of Education
Address: 500 Wilshire
City,State,Zip: Belleville, IL 62223
Telephone: 618-397-8930

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Vo/Tech Rap Contest (Country/Western for Weatherford)

Targeted Audience: (please check) ____ Faculty _X_ Students in Nontraditional Program _X_ Potential Tech/Voc Students ____ Counselors Other: ________________

Description: Students write and record rap song (individuals). Content of song could include sex fair language; nontraditional career fields; support or lack of support of parents, peers, instructors, counselors; famous people in nontraditional careers; how the student will meet her/his goals. Awards are given for the 1st, 2nd, and 3rd place winners. Professional recording of winning songs. Use to promote vo/tech program and/or sex fair programs in the school district.

Resources Used:

1. Faculty and staff - counselor
2. Students' family members
3. Class handouts and notes on vo/tech
4. Speakers in class-notes
5. Career center info.
6. Local businesses for prizes
7. Local radio stations to record winning songs professionally for marketing/recruiting purposes.

Average Cost Per Person Served

$ cost of cassette tape

Contact Person

Name: Ms. Barbara Schrank
Title: Special Populations Coordinator
Agency/Org.: Weatherford College
Address: 308 E. Park Ave.
City,State,Zip: Weatherford, TX 76086
Telephone: 817-594-5471 Ext. 245

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Awareness of Sexual Harassment Behavior

Targeted Audience: (please check) ___ Faculty ___ Students in Nontraditional Program ___ Potential Tech/Voc Students ___ Counselors Other: ____All________ ______

Description:

1. Review sexual harassment, laws, and rights.
2. How you can deal with it in terms of documenting, being assertive.
3. Role play cases. Act out, solve, and analyze.

Resources Used:

1. Overhead, handouts

Average Cost Per
Person Served

$ ____________

Contact Person

Name: Ms. Kim Dean
Title: Vocational Equities Specialist
Agency/Org.: Region XIV
Address: 1850 Hwy 351_
City,State,Zip: Abilene, Texas 79601
Telephone: 915-675-8646

* please indicate appropriate
title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Math and Career

Targeted Audience: (please check) ___ Faculty _X_ Students in Nontraditional Program _X_ Potential Tech/Voc Students ___ Counselors Other:______________

Description: Have students generte names of careers that require absolutely no math: e.g. - dancer, chef, athelete, oil field worker, interior decorator. Bring in a professional from that career who can explain how they do use math.

Dancer - time signatures, counting beats, choreographing steps, synchopated rythym, etc.

Chef - measuring, doubling recipes, estimating amounts for banquets, charging money per serving, etc.

Resources Used:

1. Community Speakers

Average Cost Per Person Served

$ __________

Contact Person

Name: Liz Robinette
Title:
Agency/Org.: Midland College
Address:
City,State,Zip: Midland, Texas •
Telephone:

• please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop:

Targeted Audience: (please check) ____ Faculty _x_ Students in Nontraditional Program ____ Potential Tech/Voc Students ____ Counselors

Other: Adults in Nontraditional Programs

Description: Discuss role of "looks" in how females are valued. Have women not wear makeup one week, then discuss how they felt and how they were responded to by other women and by men. Discuss how appearance has impaired self-esteem and the difference in how men are valued.

Follow up - Explore women's magazines for underlying messages

Resources Used:

Average Cost Per Person Served

$ ____________

Contact Person

Name: Ms. C. Osborn, M.Ed.
Title: Special Populations Coordinator
Agency/Org.: Western Texas College
Address:
City,State,Zip:
Telephone:

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Self Awareness of Gender Bias

---

Targeted Audience: (please check) ____ Faculty ____ Students in Nontraditional Program _X_ Potential Tech/Voc Students _X_ Counselors Other: English Comp. Classes

Description: Use nontraditional pictures - i.e. women welders, men nurses, female automechanics, male childcare workers. Post pictures of nontraditional positions in actual working situations.

Objective - make people aware of their own gender bias.

Activity - write a 4 to 5 pages biography and explanation of life situation which resulted in job, then compare to real life story.

Resources Used:

Average Cost Per Person Served

$ ____________

Contact Person

Name: Donna Kachlic/Kathy Guerrero
Title: Outreach Counselors
Agency/Org.: TJC/Trinity Valley
Address: P.O. Box 90201
City,State,Zip: Tyler, Texas 75711
Telephone: 903-510-2395

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: "It's Your Choice"
(high school assembly and career fair)

Targeted Audience: (please check) ____ Faculty ____ Students in Nontraditional
Program _X_ Potential Tech/Voc Students
____ Counselors Other: ____________

Description: Panel discussion in a high school setting for awareness of nontraditional career opportunities.

1) Give each guest an opportunity to speak about what they do, obstacles they overcome, how they chose this field, what challenges they still face, and allow and opportunity for questions.

2) Have representatives from colleges and high school teachers set up booths with information. Get graduates from that high school to speak.

Resources Used:

1) Invite representatives from various careers in nontraditional roles. (male - nurses, elementary teacher) (female - construction, technical trade)

2) Literature, handouts, pamphlets.

3) Graduates from the high school

4) Provide lunch for the guests

Average Cost Per Person Served

$ ____________

Contact Person

Name: Ms. Susan Martindale
Title: Student Services Specialist
Agency/Org.: McLennan Community College
Address: 1400 College Dr.
City,State,Zip: Waco, Texas 76708
Telephone: 817-750-3705

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: BAFA BAFA

Targeted Audience: (please check) ____ Faculty __x__ Students in Nontraditional Program ____ Potential Tech/Voc Students ____ Counselors Other: All

Description: Simulation of different cultures

Can provide ordering info:

Simile II
P.O. Box 910
Del Mar, CA 92014

Resources Used:

Average Cost Per Person Served

$ 80.00

Contact Person

Name: Ms. Laine Horton
Title: Sex equity Consultant
Agency/Org.: Region X ESC
Address: 400 E. Spring Valley
City,State,Zip: Richardson, TX 75083
Telephone: 214-231-6401

* please indicate appropriate title (Dr., Mr., Ms., etc.)

APPENDIX C

GROUP DEVELOPED ACTIVITIES

1993 WORKSHOPS

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: "Career Choices Today - What do I Want to be When I Grow Up."

Targeted Audience: (please check) ____ Faculty _X_ Students in Nontraditional Program _X_ Potential Tech/Voc Students ____ Counselors Other: 6th, 7th, and 8th graders

Description: A Community Awareness expanding the awareness of 6th, 7th, and 8th graders. This exercise helps students identify the nontraditional reasons why young women and men have chosen their careers and what factors influenced them. Interview a group of people (40-50) about their career choices and ask if they would change it if given the chance.

Resources Used:

1. Pen and pencil
2. Two class periods
3. Orientation classes
4. Advisory committee made up of community agencies
5. Financial Support
6. Free treats

Average Cost Per Person Served

$ __9 00__

Contact Person

Name: Group Plan
Title:
Agency/Org.:
Address:
City,State,Zip: Tyler, Texas
Telephone:

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Career Awareness

Targeted Audience: (please check) ____ Faculty ____ Students in Nontraditional Program ____ Potential Tech/Voc Students ____ Counselors Other: All

Description: Provide role playing activities to assist students in defending their career choices. Skits/play for the RTV Department to produce would be a good expansion of this activity.

Resources Used:

1. Imagination of participants

Average Cost Per Person Served

$ ________

Contact Person

Name: Group Plan
Title:
Agency/Org.:
Address:
City,State,Zip: Tyler, Texas
Telephone:

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Sex Equity in the Community

---

Targeted Audience: (please check) ____ Faculty ____ Students in Nontraditional Program _X_ Potential Tech/Voc Students ____ Counselors Other:__________________

Description: Choose an equal number of "traditional" mall jobs and "traditional" female jobs. Students will have prepared questions about the number of men and the number of women on the job - Job hiring criteria, etc. They will take this information and prepare a report on whether sex equity is practiced in the community. Examples: Salaries, number of men, number of women, and job description for each gender.

Resources Used:

1. Chamber of Community Commerce video camera/Tape
2. Survey Questions

Average Cost Per Person Served

$ __________

Contact Person

Name: Ms. Paige Culwell, Roger Goertz, Amanda Dorton, and Genelle Felio
Title:
Agency/Org.:
Address:
City,State,Zip:
Telephone:

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: Math and Career

Targeted Audience: (please check) ___ Faculty ___ Students in Nontraditional Program ___ Potential Tech/Voc Students ___ Counselors

Other: Businesses that are members of the Chamber of Commerce or any civic organization.

Description: Skit - have students interview for:

1. Supervisor of street repair
2. Child Care Director
3. City Accountant
4. Supervisor of schools

(Interview questions will be those generally asked.)

Members will evaluate applicants and let them write down why they would hire one person over another. It time allows, have a person in a nontraditional career give a brief testimony. This skit could be taped and played to an organization.

Resources Used:

1. Evaluation Forms
2. VCR Player

Average Cost Per Person Served

$ cost of tape if used

Contact Person

Name: Carolyn Osburn, Linda Lips, Jane Babe, Claudine Osburn
Title:
Agency/Org.:
Address:
City,State,Zip:
Telephone:

* please indicate appropriate title (Dr., Mr., Ms., etc.)

Figure 1

AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY IN TECHNICAL/VOCATIONAL EDUCATION

Name of Program/Activity/Workshop: "A Braver, Newer World"

Targeted Audience: (please check) ___ Faculty _x_ Students in Nontraditional Program ___ Potential Tech/Voc Students ___ Counselors

Other: Adults in Nontraditional Programs

Description: Divide the class in half. Have half of the students prepare a gift list for men and the other, gift list for women. List the items on the chalkboard. Are perfume and beauty items emphasized for women? Are sports items mentioned for men? Are other stereotypes perpetuated? Discuss obvious stereotypes. View videos. Look through magazines to discuss media stereotypes. Follow up - Ask students to brainstorm, then develop their strategies for eliminating sex role stereotyping. Optimal activity - Ask students to discuss and report on how stereotyping hurts our world. The report may be a traditional verbal report, or another creative activity such as a song, rap, skit, poster, or other illustrational choices. Objective - Bring awareness and gender bias and stereotyping and impacts of print and electronic media.

Resources Used:

1. "Still Killing Us Softly,"- Film/video
2. Stale Roles-Tight Buns Video
3. Current and older magazines

Average Cost Per Person Served

$ ________

Contact Person

Name: Ms. Carolyn North, Ms. Sandy Carter, Mr. Ricardo Saldana, Ms. Margie Titus
Title:
Agency/Org.:
Address:
City,State,Zip:
Telephone:

* please indicate appropriate title (Dr., Mr., Ms., etc.)

APPENDIX D

EXAMPLES OF STRATEGIES FIELD TESTED BY PANEL OF EXPERTS IN

JUNE 1988 MANUAL

Note: We believe that these are still usable activities and many educators today do not have copies of them. Therefore, we added as an additional appendix in this 1993 version of the manual.

IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS: A RESOURCE MANUAL

Sponsored by
Coordinating Board
Texas College and University System
Community Colleges and Technical Institutes Division
Postsecondary Technical Education Programs

Prepared by the
School of Human Resource Management
University of North Texas
(Formerly North Texas State University)

Bill E. Lovelace
Eleanor H. McIntyre
Joyce I. Nies

June 1988

FUNDING INFORMATION

Project Title: Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual

Coordinating Board Project Number: 88104002

Funding Source: Carl D. Perkins, Title II B.
Texas Higher Education Coordinating Board

Grants Manager: Dr. Natica Petrossian
Director of Federal Projects
Community Colleges and Technical Institutes Division
Texas Higher Education Coordinating Board
Austin, Texas

Contractor: School of Human Resource Management
University of North Texas
(Formerly North Texas State University)
Denton, Texas

Project Staff: Dr. Joyce Nies, Project Administrator
Dr. Bill Lovelace, Principal Investigator
Eleanor H. McIntyre, Research Associate

Disclaimer: This publication was prepared pursuant to a contract with the Coordinating Board of the Texas College and University System. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Coordinating Board position or policy.

Name: Orientation for prespective returning students

Purpose

1. Assist prospective students to set short term and long ter educational goals.
2. Assist prospective students in becoming familiar with community colleges, programs offered & student services offered.
3. To familarize prospective students of programs available in non-traditional careers and the advantage and academic competenceies required for such occupations.

Process

1. Show video "Pack Your Own Chute".
2. Presenter dicusses "Goal Setting" & "Basic Steps for Planning Your Future". Explains processes and encourages to complete at leisure.
3. "The Mature Woman's Survival Kit for Academe"
4. Discuss "Home & Management Inventory" & the changes of life style, & increased responsibilities.
5. Provide & discuss financial aid. Include services given by Carl Perkins Monies, through community colleges & JTPA. Give infor. regarding assistance through Texas Rehabilitation Commission.
6. Show groups programs of study available through college Elaborate on "non-traditional".
   A. comparable salaries w/more traditional occupation
   B. chances of promotion & increases economic security
   C. employment prospectives
7. Schedule visit with program instructors in non-traditional program areas of interest.

Setting

Total group with presenter.

Material

Video "Pack Your Own Chute"

Phamplet "How to Succeed in College: A Guide for the Non-Traditional Student", Assoc. of American Publishers

Time

1 -1 1/2 hours

Audience

Prospective Students

Source

NONTRADITIONAL WOMEN'S PERCEPTION OF HOW MORE WOMEN CAN BE RECRUITED INTO NONTRADITIONAL PROGRAMS

More Career Information

Recruitment Programs

More Female Role Models

Advertising

More Counseling

Need to Increase Women's Self-Esteem

Must Be a Self-Decision

Career Exploration Programs

Support Groups

Attitudes Must Be Changed

Networking

Seminars

Message: Courses Make Women Independent

Source: Hollenback, K. L. "Developing an Equity Handbook for Community College Personnel", Final Report. Pueblo Community College, Pueblo, Colorado, June, 1985.

TRADITIONAL WOMEN'S PERCEPTIONS OF HOW MORE WOMEN CAN BE RECRUITED INTO NONTRADITIONAL PROGRAMS

Career/Information
Advertising
Change in Society's Attitudes
Change in Employer's Attitudes
Information About Better Pay
More Support for Women in Nontraditional Classes
Change in Co-Workers' Attitudes
More Direction/Help When Enrolling
Role Models for Young People
If They Were in Classes in Groups
Recruit Female Teachers

Source: Hollenback, K. L. "Developing an Equity Handbook for Community College Personnel", Final Report. Pueblo Community College, Pueblo, Colorado, June, 1985.

GOAL SETTING

THINGS TO THINK ABOUT

Are my goals consistent with my personal characteristics, abilities, and opportunities?
What is the relationship between my immediate goals and my distant goals?
What is the time limit necessary to reach my immediate goals? Can I do it?

THINGS TO PLAN IN WRITING

Long-term goals:

1.

2.

3.

Immediate goals—things I want to do starting right now:

1.

2.

3.

IN REACHING MY IMMEDIATE GOALS, IS THERE ANYTHING I CAN DO BEFORE TOMORROW? WHAT, SPECIFICALLY?

WHAT CAN I REALISTICALLY HAVE ACCOMPLISHED BY ONE WEEK FROM TODAY?

WHAT, SPECIFICALLY, CAN I DO WITHIN ONE MONTH TO IMPLEMENT OR REACH MY GOALS?

BASIC STEPS FOR PLANNING YOUR FUTURE

FIRST, you need to have some goals -- "if you don't know where you're going, you will probably wind up somewhere else."

SECOND, selecting your goals is a matter of choosing which direction you want to go, not choosing specific places at which you want to end up. Life is in the running, not in the arriving.

THIRD, the possible directions that you can take will depend almost entirely on the number of assets you have going for you. Consequently, to expand your choices you should be continually cultivating your assets. You will have to take the initiative. As the fellow said, "People who want milk should not seat themselves on a stool in the middle of a field in hopes that the cow will back up to them."

FOURTH, with few exceptions your achievements will be won gradually, not overnight, and you should proceed accordingly. The Persians had a proverb: "Do little things not; so shall big things come to thee by and by asking to be done."

FIFTH, more than any other factor, your job -- or more generally, your career -- is going to determine how you live. Thus, give it a great deal of attention and thought. Those in this world who do not work, either by choice or by circumstance, do not amount to much. Usually, they don't even life themselves.

SIXTH, basic to everything is health. Take care of your body; it is your instrument of life. With health, you have a chance; without it, nothing.

FINALLY, have fun. Don't take yourself too seriously. One of your first goals should be to develop a healthy perspective. Laugh a lot.

BE GLAD OF LIFE BECAUSE IT GIVES YOU THE CHANCE TO LOVE AND TO WORK AND TO PLAY AND TO LOOK AT THE STARS.

Henry van Dyke

Taken from If you don't know where you're going, you'll probably end up somewhere else by David Campbell, Ph.D.

FINANCIAL AID AND SCHOLARSHIPS

A STUDENT MAY RECEIVE ONE OR MORE FORMS OF ASSISTANCE

PROGRAM	ELIGIBILITY	VALUE	HOW TO APPLY	COMMENTS
PELL GRANT	Undergraduate student enrolled at least half-time who demonstrates financial need.	The actual amount of the grant depends on the student aid index.	Pell Grant applications are available through the Financial Aid Office.	Apply as early as possibl Process time is approximately four to six weeks.
COLLEGE WORK-STUDY PROGRAM	Student enrolled at least half-time who demonstrates need.	Varies according to need. Student may work no more than an average of 20 hours per week at minimum wage.	Complete an ACT Family Financial Statement packet. Available through the Financial Aid Office.	Student works on campus. Jobs may be in offices, filing, typing, grading tests; in library; laboratory assistant; maintenance of buildings and grounds.
TEXAS GUARANTEED STUDENT LOAN (TGSLP)	Student enrolled at least half-time with adjusted gross income of less than $30,000.	Up to $2,500 per academic year. The total loans a student may accumulate cannot exceed $12,000.	Through participating banks and other commercial lenders. A list is available in the Financial Aid Office.	Interest paid by the borrower may not exceed 9%. Federal Government pays interest while borrower i in school. An insurance fee and originating fee a paid at the time loan is disbursed.
SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)	Undergraduate student enrolled at least half-time who demonstrates financial need.	The federal grant ranges from $200 to $2,000 a year depending upon financial need and availability of funds.	Complete an ACT Family Financial Statement packet. Available through the Financial Aid Office.	Applications must be received by Sept. 15 for the Fall Semester and Jan. 15 for the Spring Semester.
GCC TUITION SCHOLARSHIP	Student who demonstrates need.	To cover student's tuition costs.	Applications available in the Financial Aid Office.	Ordinarily not granted to student receiving federal aid.

THE MATURE WOMAN'S SURVIAL KIT FOR ACADEME

Vivian Rogers McCoy

The first time I came back to college as an adult was to gain certification to teach. The faculty adviser I met said I would need thirty hours of additional course work in education and a full semester of practice teaching. He also said I couldn't practice teach in town unless I broke a leg or became pregnant. So I went home.

The next year I drew another adviser. He said I could be certified with only two courses and practice teach in town even if unpregnant and with legs intact. That year I enrolled and gained certification.

Five years ago I had to ponder the decision: was counseling to be my career? It meant scrapping one master's degree and beginning from scratch on the master's degree in counseling. I entered professional counseling as a counselee. Every day that I work underscores the importance of that decision-making process. It was worth all the time, energy, struggle and money to be sure.

All told, I've been back on campus after leaving campus with the B.A. in the 1940s six times. Some returns were quite mindless--in those days the wife shifted jobs and fields in endless procession to accommodate singularly unbroken career goals of husbands. The last five years of studenting I want to share with you because they were the golden years with focus leading to stimulating and rewarding work with people. From that experience I have devised what I crudely call a baker's dozen checklist for survival in academe.

1. Ask yourself: Why are you going back? You are the best judge of what is a valid answer for you. Is it to gain new skills and knowledge necessary to do certain work? Is it a way to grow personally, to stretch your mind, to be in touch with a different world from the one that is not now totally satisfying? Maybe other answers than the return to college are in order. College is no panacea. It may waste time better spent confronting other realities.

2. How will your coming back affect you? Your family? Other persons who are your significant others? Are you strong enough to step out without their approval? With their blessing how you can fly! How much better for your marriage, your kids' reliance if you can pull it off. Also think about the alternatives to not coming back.

3. You're no super-coed! Financial aid, built-in study, library time, and decompression time may be needed. Organize; set reasonable priorities and manageable goals. If necessary buy the help and time you will need to succeed. Remember, the first rule and the last is human survival.

4. If the signals flash GO, get the very best academic and occupational counseling available. Much of this will be free. Find out where it's at. Spend the time it takes to sit down with a counselor to discuss your plans, your ambitions, your abilities and drawbacks. Search out the department chairman who will map out strategy for a degree. Try to size up the human climate in the department as it relates to welcoming the older student. This may take a semester or a year but how invaluable!

5. Know the shortcuts to earning credit. The General Educational Development Tests (G.E.D.) can be your road to quick high school completion and readiness to enter college. The College Level Examination Program (CLEP) can enable you to earn college credits through a battery of general exams or exams in specific courses. The CLEP has enabled some students to quiz out of as many as two years of college work at some institutions. Know about independent study. In Kansas, credits obtained by Independent Study through the Division of Continuing Education of the University of Kansas apply to all six state colleges and universities operating under the Kansas regents. Every one of the state colleges in Kansas allows a student to earn at least one year of credit through a combination of these means or by CLEP and independent study alone. Know that how you perform on the ACT achievement test required for college entrance may give you advanced placement in subjects like English and math.

6. Don't worry about the "stiff" competition of your juniors. That is a myth. To begin with, your own standards of performance are higher than those of most students who are eighteen to twenty-two years old! The performance records of adults returning to college after an absence of some years show superior work achievement. In adddition, the old myth that IQ declines with age has been discounted. Recent longitudinal studies show that an increase in IQ levels is possible well into late middle age as long as the adult is operating in an intellectually stimulating environment. Even the earlier research was misread; it showed a decrease in speed not power.

7. Take advantage of the social support and invaluable help from other students--even those young enough to be your children. College years are meant to be humanizing years, ones facilitating emotional and social as well as cognitive growth. Allow for get-togethers over coffee, human relations groups. Study together, enjoy the learning experience togehter.

8. Constantly reassess the situation. Are you capable of carrying more courses? Are you overloaded? Maybe sitter time for study at the library or decompression time between home and campus is needed. You may need to cool it some semesters entirely if you read the situation this way.

9. Professors can be good friends. Search out their help when needed. Walk a delicate balance between the overly talkative elder passing enternal judgment and the thoughtful and timely contributor to class discussion. Let your professors get to know you as a person as well as a name. Self-interest is at stake here: your professor's references may some day prove helpful when you plan to enter graduate study or the job market. Certainly tune in to the student grapevine in gaining a "reading" of your instructors. In the final analysis, however, trust your personal judgment of the person's merit.

10. For those of you who aspire to resuming career planning when the children are older, take advantage of those years at home for keeping touch. One course a semester over four years can add up to a completed degree, professional training, certification, or at the least, prerequisites safely satisfied.

11. Challenge regulations about degree deadlines, residency requirements, part-time limitations. Affirmative action statements are providing safe ground for challenging the academic justification for these regulations which particularly discriminate against women.

12. If you do go back, do so with the thought that learning at any age is an exciting new adventure. There will be risk and work but there'll also be joy and personal growth.

13. Be open to change--even to changing majors and changing careers when such changes are indicated by your shifting interests and broadening opportunities. Such major decisions are made over time; they are a process requiring much testing and rejecting. Wise use of the campus experience can enable you to forge new and exciting directions for your life.

Name: Job Seeking Techniques/Life Skills Workshop

Purpose

Provide a 24-hour vocationally oriented workshop to include topics such as: goal setting, identifying personal strengths, value clarification, self-awareness, resolving conflicts, communication skills, assertiveness training, awareness of community resources, stress magmt., career strategies, interest inventories, job market info.,& role model presentations. Attention is given to presenting both traditional and non-traditional employment opportunities.

Process

1. Develop workbook to be used in workshop.
2. Develop agenda based on workbook information.
3. Advertise the workshop.
4. Invite resource people from the community to help with presentations.
5. Enroll participants (keep group under 25 for best results)
6. Suggested time frame for workshop: 8:30-1:00, Monday through Friday or 6:30-9:30, Monday through Thursday for two weeks or eight days.
7. After workshop, invite participants to schedule an appointment time with a counselor to finalize individual goals.

Setting

1. Community College
2. Community - based Organization

Material

1. JST/LSW Workbook
2. People for Present.
3. Visit programs of colleges
4. interest inventory
5. Selected role models to make presentations

Time

1 week program

or 2 week program

Audience

Source

Job Seeking Techniques/Life Skills Workshops
Adult Students & Women's Services
Amarillo College
P.O. Box 447
Amarillo, TX 79178
(8[illegible] 371-5447

ADULT STUDENTS' & WOMEN'S SERVICES
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

WHO? The Adult Students' & Women's Services offers this training to:

1. Persons who have been left alone because of death or divorce
2. Single heads of household seeking additional job skills
3. Homemakers who work part-time seeking additional education
4. Persons seeking employment in nontraditional jobs

WHAT? A workshop to offer training in various areas of daily living and job-readiness

WHEN? The week's training of twenty-four hours will be Monday through Friday 8:30 a.m. - 1:00 p.m. (An evening workshop is also available)

WHERE? The workshop will be held in the Library, Room 110 C

HOW? Contact Adult Students' & Women's Services, 371-5447 for more information (Continuing Education Credits will be awarded)

WHY? The workshop is designed to:

1. Offer training in assertiveness, identifying strengths, goal setting, and management of stress
2. Assess individual needs and abilities
3. Acquaint participants with educational and career opportunities
4. Develop job-search skills and job-readiness skills

ADULT STUDENTS' & WOMEN'S SERVICES
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

A Kaleidescope of Person's Strengths, Options and Opportunities

MONDAY	Initiating Relationships Introduction to Self-Awareness & Esteem Building Importance of Successful Interpersonal Relationships Identifying Strengths Goal Setting
TUESDAY	Communication Skills Stress - Relaxation Techniques Assertivness Training Film
WEDNESDAY	Management of Legal Rights & Responsibilities Management of Money Management of Career Decisions Management of Life Transitions
THURSDAY	The Facts--Job Market Information Placement Options (Academic & Vocational) How-To's: Cover Letters: Resumes: Applications Employment Sources Employment Interviews: Appearance: Questions Asked Why people Aren't Hired: Special Helps
FRIDAY	Career Interest Inventory Personnel Directors (Guest Speakers) Wrap-up & Course Evaluation Continuing Education Awards

second fligh

P.O. Box 447
Amarillo, Texas 79178
(806) 371-5447

Name: Current Behavior Practices Questionnaire

Purpose

To assist counselors to gain awareness of their sex biases.

Process

Directions

Explained on questionnaire.

Setting

Counselor in-service

Material

Questionnaire

Time

10 minutes

Audience

Source

"In-service and teacher-community linkage to overcome sex bias and sex stereotyping in Vocational Education."

Education Service Center, Region II, Corpus Christi, Te[illegible]s

CURRENT BEHAVIOR PRACTICES QUESTIONNAIRE

DIRECTIONS: Read each question or statement. Check your respons ALWAYS; OFTEN; RARELY; or NEVER-- in the appropraite column, indi cating how often you engage in the practice.

ALWAYS	OFTEN	RARELY	NEVER	
				1. Encourage all students to make academic, career, and personal decisions on the basis of individual abilities, interests, and values rather than on the basis of gender.
				2. Encourage students to pursue a career even though the people that field are primarily of the other sex.
				3. Discuss job salaries with both male and female students.
				4. Point out that typically female jobs means lower salaries than typically male jobs.
				5. Discuss armed services opportunities with both male and female students.
				6. Meet with nontraditional students on a regular basis to support them in their pioneering roles and to discuss any problem that may arise.
				7. Provide students about to enter the workforce with information about employment rights and discrimination laws.
				8. Encourage a wide range of job options with male students, including traditionally female occupations--even if they have already made a tentative career decision.
				9. Help students understand the changing roles of men and women and the effect this may have on their work and family lives.
				10. Arrange discussion groups and speakers on socialization pressures on males.
				11. Provide realistic information about their probable job futures (Most women can espect to hold paying jobs even if they marry and have families.)
				12. Recognize barriers that young women raise for themselves in response to socialization pressures.
				13. Review all counseling and testing materials for sources of sex bias, and modify whenever appropriate.

ALWAYS	OFTEN	RARELY	NEVER	
				14. Find materials which use non-sexist pronouns and depict both traditional and nontraditional jobs.
				15. Find materials whichmention the changing roles of men and women in our society.
				16. Point out when career materials sterotype males and females.
				17. Encourage both males and females to be leaders.
				18. Whenever possible, work to dispel myths about single parents and their families.
				19. Provide instructors in the subject areas with information tha can be incorporated into classes on changing patterns of work and familylife.
				20. Meet with instructors of nontraditional students to discuss the importance of their role in recruitment and retention.
				21. Remind key people that changes in today's workforce make it necessary to expand nontraditional options.
				22. Review economic, social, and demographic trends that may affect student career/life choices.

Adapted from Texas VOICE - Vocational Options in Creating Equit Vol. 1, No. 2, January, 1987.

Name: Sex-Role Attitude Inventory

Purpose

To create an awareness of personal values which affect responses to women's/men's situations.

Process

Present the statements and rating scale to the participants. The statements are tobe answered quickly, remembering there are no right or wrong answers. This is a tool for exploring attitudes.

Once the rating is completed, divide the group into smaller groups. Each group needs a designated leader to record and tally results & to make note of the statements which cause the most disagreement & agreement within the group.

Have each group present the statements causing the most disagreement and agreement to the total group. Compare and discuss results.

Discussion

- o Which statements caused the most disagreement?
- o Which caused the most agreement?
- o What values are reflected in these conflicting statements?
- o Agreeing statements?
- o How do the statements reflect existing stereotypes for females and males?
- o Which contradict existing stereotypes?

Setting

Large or small groups

Material

Sex-Role Attitude Inventory

Time

1 hour

Audience

Counselors

Source

The Whole Person Book III: A Guide to Preservice Training. Liggitt, T., Romero, P., Romer, D.

SEX-ROLE ATTITUDE INVENTORY

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Woman with pre-school children should not work outside the home.					
2. The woman should be awarded custody of the children when a couple is divorced.					
3. Divorced men should not have to assume support for the children.					
4. Boys are more intelligent than girls.					
5. If a working couple buys a house the husband should make the house payments.					
6. Women are entitled to use their sick leave for maternity leave.					
7. If a woman works outside the home, she should be responsible for the housework as well.					
8. I would vote for a woman for President if she were the best candidate.					
9. Women are less responsible than men.					
10. It is important for a man to be "masculine" and a woman to be "feminine."					
11. Men should not cry.					
12. Money spent on athletics should be evenly divided between boys and girls.					
13. Both men and women can be good doctors.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. Wives should make less money at their jobs than their husbands.					
15. Boys should have more education than girls.					
16. A system should be set up which would enable homemakers to accumulate Social Security benefits of their own without relying on those accumulated by their spouses.					
17. Women should not hold jobs on the night shift.					
18. Men should not do clerical work because they lack the necessary manual dexterity.					
19. Women can be capable administrators.					
20. Women should concentrate on finding jobs in the fields of nursing, teaching, clerical and secretarial work since they already possess these types of skills.					
21. A wife and husband should take turns staying home with a sick child.					
22. A single man is not capable of taking care of an infant.					

Reprinted from *The Whole Person Book: Toward Self-Discovery and Life Options* by Liggett, Romero and Schmeling, 1979.

Name: Legal Equity Quiz

Purpose

To review existing knowledge of equity legislation and related sex bias issues.

Setting

Large group

Material

Knowledge of Legal Equity Quiz

Time

20 minutes

Audience

Process

Have counselors complete the Knowledge of Legal Equity Quiz. Using the Key, discuss the correct response to to each item.

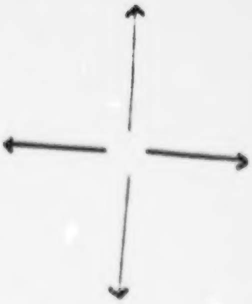
Discussion

- o Were you surprised at some of the answeres to the quiz?
- o Did you have any misconceptions about sex stereotyping and the legal regulations?
- o How did these occur?
- o In which areas do you need more information?

Source

The Whole Person Book II: A Guide to Preservice Training. Liggitt, T., Romero, P., and Romero,

WHAT CAN I DO?



GOAL To identify skills which the participants already possess, with emphasis upon categorizing life experience skills.

DURATION There are twelve skill categories in this exercise. Each category takes approximately 15-20 minutes to complete.

MATERIALS Participant handout, "Skills Assessment."

DIRECTIONS

Ask participants to search their memories for positive experiences and to write these thoughts down. The group members should be encouraged to be open and honest and not to hold back satisfying moments they remember for fear of being considered boastful. After each participant has listed several positive experiences, direct them to share their lists with one another. This can be a rewarding experience that helps to promote positive feelings among the group members and enhance the self concept of each individual in the group. Go over the instructions for the participant handout, "Skills Assessment", and then suggest the exercises be completed at home, with someone who knows them well - perhaps a supportive friend or family member - to help refresh their memories. Also suggest that the exercise be completed in sections.

After all the sections of the "Skills Assessment" have been completed, help the participants find the patterns of individual interests and skill experiences which are uniquely "them." This exercise aids them to discover what skills they possess which are transferable to job-related areas. The exercise also serves as a confidence-builder by emphasizing which skills one enjoys as well as the skills one has. Such an exercise validates an adult's involvement in everyday tasks.

VARIATION

This exercise is effective with individuals or with group situations. A logical companion exercise would be to ask the participants to conduct independent research that would determine the job categories in which their personal skills are applicable.

EXPECTED OUTCOME

This exercise provides the participant with a vocabulary which can be used in designing a resume or preparing for a job interview. Participants will realize that they possess skills which, in many instances, can be directly applied to their educational and employment goals.

ADDITIONAL ACTIVITIES Resume Writing and Mock Interview.

241

WHAT CAN I DO?

SKILLS ASSESSMENT

What can you offer others: employer, school, volunteer agency, family, or community?

To help you review your experiences, four scales have been provided for rating a number of specific skill areas. The scales are:

How Often?

5 means "Almost always"
4 means "Frequently"
3 means "Occasionally"
2 means "Rarely"
1 means "Never"

How Well?

5 means "Very well"
4 means "Well"
3 means "Okay"
2 means "Just fair"
1 means "Badly"

How Recently?

5 means "Currently" or "recently"
4 means"Within the past 5 years"
3 means "Within the past 10 years"
2 means "Within the past 20 years"
1 means "More than 20 years ago"

How Much Did You Enjoy It?

5 means "Very much"
4 means "Quite a bit"
3 means "Somewhat"
2 means "Just a little"
1 means "Not at all"

Read each skill and example of the situation where that skill is used and in the adjacent columns write the number that best describes your experience. (If a statement refers to something you have never done, in the first column enter the "1" that means "never" and skip the other column entries for that statement.)

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
A. Using My Hands					
1. assembling	kits				
2. constructing	carpentry				
3. building					
4. operating tools	drills, mixers				
5. operating machinery	sewing machine				
6. operating equipment	trucks station wagons				
7. manual or finger dexterity	throwing sewing				
8. precision or speed handling	assembly line				
9. fixing or repairing	autos, mending				
10. other					
B. Using My Body					
1. muscular coordination	skiing, gymnastics				
2. being physically active	exercising, hiking				
3. doing outdoor activities	camping				
4. other					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How much Enjoyed
C. Using Words					
1. reading	books with understanding				
2. copying	manuscripts skillfully				
writing 3. communicating	letters interestingly				
talking 4. speaking	telephone interestingly				
teaching 5. training	in front of groups with animation				
6. editing	improving a child's sentences				
7. memory for words	remembering people's names, book titles				
8. other					
D. Using My Senses (Eyes, Ears, Nose, Taste, Touch)					
surveying 1. observing	watching something with the eyes				
inspecting 2. examining	looking at a child's bumps				
diagnosing 3. determining	deciding if food is cooked yet				
showing attention 4. to detail	shopping sewing				
5. Other					
E. Using Numbers					
1. taking inventory	in the pantry in the shop				
2. counting	in the classroom bureau drawers				
calculating 3. computing	checkbook arithmetic				

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
E. Using Numbers *continued*					
4. keeping financial records, bookkeeping	budget				
5. managing money	checking account bank, store				
6. developing a budget	for the family				
7. number memory	telephone numbers				
8. rapid number manipulation	doing arithmetic in head				
9. other					
F. Using Intuition					
1. showing foresight	planning ahead predicting consequences				
2. sizing up person or situation	all details, not just one or two				
3. having insight	why people act the way they do				
4. acting on gut reactions	making decisions trusting someone				
5. visualizing third dimension	drawings, models blueprints memory for faces				
6. other					
G. Using Analytic Thinking or Logic					
1. researching information gathering	finding a certain street in a strange city				
2. dissecting analyzing	incredients in recipe material				
3. organizing classifying	laurdry				

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
G. Using Analytic Thinking or Logic *continued*					
4. problem solving	how to get to a place				
5. separating important from unimportant	complaints cleaning attic				
6. diagnosing	cause and effect problem sources				
7. systematizing things in order	laying out tools or utensils in order				
8. comparing seeing similarities	different brands in the supermarket				
9. testing screening	cooking, deciding what to wear				
10. reviewing evaluating	how to improve something you've made				
11. other					
H. Using Originality or Creativity					
1. imaginative imagining	new ways to do things make uo stories				
2. inventing creating	processes, products figures, words				
3. designing developing	new recipes new gadgets				
4. improvising experiments	camping when you've forgotten something				
5. adapting improving	fixing something that doesn't work				
6. other					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
I. Using Helpfulness					
1. helping being of service	when someone is in need				
2. sensitivity to others' feelings	in heated discussion or argument				
3. listening					
4. developing rapport	with stranger				
5. showing warmth caring	with someone who is ill or upset				
6. understanding	when someone tells how they feel				
7. drawing out people	when someone is reluctant to talk				
8. offering support	someone alone facing difficulty				
9. demonstrating empathy	weeping with those who weep				
10. representing others' wishes accurately	telling other parent what their child wants				
11. motivating	getting people to act or past hang-ups				
12. sharing credit appreciation	when working in teams				
13. raising others' self-esteem	make another feel better, less guilty				
14. healing, curing	physical, spiritual, emotional ailments				
15. counseling guiding	when someone doesn't know what to do				
16. other					
J. Using Artistic Abilities					
1. composing music					
2. playing instrument singing					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
J. Using Artistic Abilities *continued*					
3. fashioning, shaping things, materials	handicrafts sculpturing				
4. symbols, images	jewelry stained glass				
5. spaces, shapes faces	photography, art architecture				
6. colors	painting, decorating making clothing				
7. give meaning with body, voice, face	acting, dancing public speaking				
8. drawing painting	artwork				
9. word images	poetry playwriting				
10. other					
K. Using Leadership, Being Up Front					
1. begin new tasks, ideas, projects	start a group or clothing drive				
2. first move in a relationship	with stranger				
3. organizing	Scout troop, team game at picnic				
4. leading directing others	field trip cheerleading				
5. promoting change	in family, club, or community				
6. making decisions	when decision affects others				
7. taking risks	sticking up for someone in fight				
8. performing before a group	demonstrate product lecture, entertain				
9. selling, promoting negotiating	product, idea garage sale				
10. other					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
L. Using Follow-Through					
1. using what others have developed	working with a kit				
2. using plans, instructions	picking up children on schedule				
3. attending to details	embroidering a design				
4. classifying, filing recording, retrieving	data, materials, ideas letters, information				
5. other					

Adapted from: Bolles, Richard N. and Zenoff, Victoria B., The Quick Job Hunting Map, Berkeley, California: Ten Speed Press, 1977. Khosh, Mary N., A Career Planning Program for Women: The Experience CUE, Washington D.C.: National Association for Women Deans, Administrators, and Counselors, 1977.

Name: Myth & Reality

Purpose

To promote awareness of changes in the world of work, primarily the role of women.

Setting

Small or large groups

Material

Myth and Reality Opinionnaire

Time

45 minutes

Audience

Process

Give each group member a copy of Myth & Reality Opinionnaire. Ask them to complete each statement with "agree" or "disagree". When completed, present the sheet on Realities and discuss.

Discussion Questions:

- o How are the world of work and work force changing?
- o How will this affect the choices you make?
- o How might life styles, at work and at home, be different from those of the generation before?
- o Why does sex-role stereotyping appear to be more severe for women than men? Is this a valid assumption?
- o What prices are paid by women for choosing a traditio career/life style? What are the prices for a non-traditional one?
- o What are the prices paid by men for choosing a traditional career/life style? What are the prices for a non-traditional one?

Source

The Whole Person Book III: A Guide to Preservice Training. Liggitt, T., Romero, P., and Romer, D.

MYTH AND REALITY OPINIONNAIRE

AGREE	DISAGREE	
______	______	1. A woman's place is in the home.
______	______	2. Women aren't seriously attached to the labor force; they work only for extra pocket money.
______	______	3. Women use sick leave more than male workers; therefore, they cost the company more.
______	______	4. Women don't work outside the home as long or as regularly as men; therefore, their training and education is often wasted.
______	______	5. When women work outside the home, they deprive men of job opportunities.
______	______	6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."
______	______	7. Most women don't want on-the-job responsibility; they would prefer not to have promotions or job changes which add to their work load.
______	______	8. Children of mothers who work outside the home are more likely to become juvenile delinquents.
______	______	9. Men don't like to work for women supervisors.
______	______	10. Median earnings of women working full time year-round are about 69% of those earned by men.
______	______	11. White women earn more than non -white men.
______	______	12. Women have higher turnover rate than men because they get married and stop working outside the home.
______	______	13. A typical American family consists of a husband who works outside the home, a wife who is a homemaker, and two children.

REALITIES OF WOMEN AND WORK

1. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 women will work outside the home at some time in their lives.*

2. A majority of women work because of pressing economic need. Nearly two-thirds of all women in the labor force in 1985 were either single, widowed, divorced, separated or had husbands whose incomes were less than 15,000 a year.

3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.* Some of the small difference could be attributed to the fact that it is the woman who usually stays home with children who are ill.

4. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 26 years as compared with 37 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1986 rates of separation per 100 employees were 4.4 for men and 5.2 for women. The more education a woman has, the more likely she is to work.*

5. To illustrate, in 1983 there were 15.8 million married women (husbands present) in the labor force; the number of unemployed men was 4.6 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 1.2 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers and nurses.*

6. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as "women's" and others as "men's". In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.*

7. It is very difficult for women to obtain positions of responsibility. But when given these opportunities, women, like men, cope with job responsibilities in addition to personal or family responsibilities. Studies show that women who hold supervisory jobs are highly motivated and perform well in those positions.*

8. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed outside the home does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. Also a main factor in being a "good" mother is whether her satisfaction is derived from working inside the home or working outside the home.*

9. Most men who complain about women supervisors have never worked for a woman. In one study where at least three -fourths of both the male and female respondents (all executives) hade worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them as adequate; 42% rated them as the same as their predecessors; and 8% rated them as better than their predecessors.*

10. The average woman worker earns only about .69 cents for every dollar a man earns, even when both work full time year-round. Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school. Women with four years of college also had less income than men with an 8th grade education.*

11. The median annual wages (based on 1986 statistics) demonstrate that women, regardless of race, are the lowest paid workers.

White Males	$23,010
Minority Males	$16,387
White Females	$14,677
Minority Females	$12,819

12. Numerous studies have found that turnover and absenteeism were more related to the level of job rather than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

13. According to Bureau of Labor Statistics figures, well over half of the 61.4 million husband-wife families in 1986 were "multi-earner" families. "The concept of a family where the husband is the only breadwinner, the wife is the homemaker out of the labor force, and [where] there are two children may be a useful one for many illustrative purposes," comments the Women's Bureau, "but it does not represent the typical 1988 American Family. Among husband-wife families in 1986, only 4 out of 100 fit this description."

* U.S. Department of Labor, Bureau of Labor Statistics, 1987
* Women's Bureau, U.S. Department of Labor, 1986
* U.S. Department of Labor, 1985

Name: Attitudes Toward Work

Purpose

To examine and identify the attitudes of participants toward work.

Process

Directions on handout.

Setting

One-on-one

Group

Material

Handout:

- "Attitudes Toward Work"

Time

20-30 minutes

Audience

Source

The Inventures: Excursions in Life and Carer Planning

Self Assessment Exercise I

ATTITUDES TOWARD WORK

GOAL To examine and identify the attitudes of participants toward work.

DURATION 20-30 minutes.

MATERIALS Participant handout, "Attitudes Toward Work."

DIRECTIONS

Initiate a discussion of the meaning of the word, "work." Ask how many think of work in terms of a paid job. Ask for other definitions of "work." The reality for many people may be that their important life work involves family, community action, leisure time activities, etc., but does not provide a financial income. For the majority of people, their job is merely what they do to support themselves and others.

Ask the participants to fill out the "Attitudes Toward Work" handout. This can be done individually or in pairs with participants interviewing each other. Allow about five minutes for completion.

Then ask for feed-back of the participants' responses to the questions. Encourage discussion about life priorities by asking the following questions:

Is it necessary to always find a job that satisfies those priorities?

What trade-offs are there for satisfying those needs outside the work structure?

If you were asked these questions five years ago, would you have responded differently?

EXPECTED OUTCOME

This exercise offers participants the opportunity to assess realistically how they feel about work and leisure time. There will be diverse responses to the questions because people differ in their approaches and attitudes toward work. What is important for each person is an understanding of one's own value system so that decisions one makes can be "customized" to the individual need. The attitudes held today may not be the same as those held in the past or those accepted in the future. Our priorities shift throughout life. This exercise should be related to job goals that the participants are considering, i.e. the kinds of rewards one seeks from life are not always what many jobs can offer.

Self Assessment Exercise

ATTITUDES TOWARD WORK

1. How do you feel about the whole idea of work? Check the area on the following scale which most closely represents your feelings.

1	2	3	4	5	6	7	8	9	10	11	12

2. How important will your work be compared to your present or future family concerns? Place yourself on the scale below.

1	2	3	4	5	6	7	8	9	10	11	12

3. When you go to work, will your primary objective be intrinsic (i.e. self-fulfillment, use of abilities, personal satisfaction, etc.) or will you be seeking extrinsic objectives (i.e. external rewards such as money, security, power, recognition)?

Intrinsic											Extrinsic
1	2	3	4	5	6	7	8	9	10	11	12

4. Would you work if you didn't have to ? ( ) Yes ( ) No

Explain____

____

Self Assessment Exercise

ATTITUDES TOWARD WORK

5. Do you expect to be fulfilled by your career? ( ) Yes ( ) No

Explain ______________________________

____

6. Do you make a distinction between work and leisure?

Explain ______________________________

____

7. Were you to decide not to work (that is, if you had the choice to make and did not have to work for a living) how would you spend your time?

Explain ______________________________

____

____

8. What are your chief life priorities outside of work?

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________
f. ______________________________

From: The Inventurers: Excursions in Life and Career Planning.
Janet Hagberg and Richard Leider, 1978.

Name: Couples & Careers/Marriage & Family Class

Purpose

To familiarize students with non-traditional occupations.

To familiarize students with non-traditional family lifestyles.

Process

Instructor invites 2 or 3 couples employed in non-traditional occupations and with both spouses working to speak to the class on their family/home lifestyles.

Ex. Husband is a teacher or nurse and wife is a lawyer or policeofficer. Presenters should be asked to speak on:

1. How they made their occupational choice
2. What support or pressure did they receive from their spouse or family members
3. Attitudes about home/family lifestyle
4. Difficulties in living out their choices
5. Rewards

Each couple should be allowed to speak a given period of time. When all couples have finished, questions from the class can occur.

Setting

Classroom with panel presenters

Material

3 couples

Both spouses employed in nontraditional occupations

Ex. Husband-teacher
Wife-lawyer

Time

1 1/2 hour

Audience

Source

Name: House Plan/Drafting Class

Purpose

To assist students in identifying their attitudes on sex bias.

To assist students in recognizing the impact of their attitudes in their daily work

Process

1. Instructor ask studetns to sketch a floor plan to a home of their choice.
2. Upon completion, ask students to label each space as to masculine or feminine, i.e., kitchen, den.
3. Instructor facilitates a discussion on how we identify space as belonging to one sex or the other, as draftsperson or future.

Architects, students need to beaware of their own beliefs and attitudes on this subject and its influence on their clients of tomorrow.

Setting

Classroom

Material

Drawing Material

Time

1 - 1 1/2 hours

Audience

Students

Source

List of questions for discussion

Name: Language Exercise

Purpose

To present language as a factor that can influence, distract, or contoll

To present activities that students can use as examples of universal language.

Process

Instructor lectures on the importance of language to the journalist. The journalist should always write in neutral terms. It is important that the journalist recognize the power of the written word. This exercise will help the student recognize the subtle and unsubtle uses of language in the printed word.

Handout activity - Instructions are self explanatory.

Setting

Classroom

Material

Handout-

Language

Time

1 hour

Audience

Journalism Class

Source

SECTION I - LANGUAGE

Step I: Overview

Language is a means of expressing thought. Because language plays a predominant role in thinking, language can be a controlling, even distorting, influence on thought. As American linguist E. Sapir has pointed out, "The fact of the matter is that the real world is to a large extent unconsciously built upon the language habits of the group. We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation.

In the English language, "man" has come to have two meanings: an adult man or a human being. Regardless of which meaning is suggested, the effect of using "man", for example, has been to exclude or overlook women. The use of only the male pronoun, then, has a similar effect, even though the intent of the reference might be to allude to both females and males.

Occupational titles, objects, activities and interests are often assigned on a male gender basis through language, for example, the combined use of female and male primary references.

In this sense the terminology of communication, whether written or oral, has not permitted an equal treatment of the sexes.

Consider the following guidelines and examples regarding the use of nonbiased language.

Step II: Guides

GUIDE: Choose an appropriate universal or neutral term rather than a sex-linked term such as "man".

AVOID THIS	USE THIS INSTEAD
"Appointments are made only on a temporary basis," grumbled the workers. The **men** planned to take their complaint to union officials later next week.	The workers planned to take their complaint to union officials later next week.
Archeologist have studied the paintings of **cavemen** for years.	Archeologist have studied the paintings of **cave dwellers** for years.
The company **spokesman** attributed slow production to illness and the city's transportation strike.	The company **spokesperson** attributed slow production to illness and the city's transportation strike.

GUIDE: Vary the use and placement of male and female pronouns, references and allusions. Avoid their consistent placement or use the plural form.

AVOID THIS	USE THIS INSTEAD
Intermediate level laboratory positions are held by both males and females. Working is one way for young men and women to explore the the health field without spending years in graduate school. Men and women with experience in any of the life sciences can qualify for a laboratory position.	Intermediate level laboratory positions are held by females and males. Working is one way for both young men and women to explore the health field. Students with experience in any of the life sciences can qualify for a laboratory positions.
A student interested in engineering and science technology should plan to take postsecondary courses. He or she should consult the catalogue references in the library for further information.	Students interested in..... they should consult the catalogue references.

GUIDE: Use neutral words that reflect no gender reference with jobs, objects, roles, activities and interests.

AVOID THIS	USE THIS INSTEAD
The film featured Dr. Anna Smythe, one of the well-known female doctors whose studies of blood plasma significantly contributed to man's understanding of microbiology in the nineteenth century.	The film featured Dr. Anna Smythe, one of the well-known doctors whose studies of blood plasma significantly contributed to the (our) understanding of microbiology in the nineteenth century.
Amidst rave reviews, the sculptress opened her show in New York.	Amidst rave reviews, the sculptor opened her show in New York.

After several hours of work, the engine was finally repaired. "She runs like a top," they shouted over the noise.	After several hours of work, the engine was finally repaired. "It runs like a a top," they shouted over the noise.
Marketing analysts are trained to interview a subject in her home and research the products her family uses.	Marketing analysts are trained to interview subjects in their homes and research the products the family uses.
A teacher can encourage her students to pursue careers in education by sharing some of her personal experiences.	A teacher can encourage students to pursue careers in education by sharing some personal experiences.

GUIDE: Choose the plural form or an appropriate neutral term instead of using she or he.

AVOID THIS	USE THIS INSTEAD
The new course for advanced interior design will begin in the fall semester. The course is also open to men.	The new course for advanced interior design will begin in the fall semester. The course is open to all interested students.
Home economics majors study science and the liberal arts. Courses in home management family relations and nutrition, are required for women entering this field. What skills does a housewife have that a home economics major would study?	Home economics majors study science and the liberal arts. Courses in home management, family relations and nutrition are required for anyone interested in entering this field. What skills must a parent have that a home economics major would study?
The salary of a copywriter is dependent upon his or her years of experience.	The salary of a copywriter is is dependent upon the years of experience.
If he or she is interested in a career in sales, he or she should contact the sales vice president next week for an interview.	If you are interested.........

GUIDE: Avoid cliches, innuendoes, modifiers, adjectives, statements based on stereotypes. The use of such references is unacceptable at all times.

AVOID THIS	USE THIS INSTEAD
"Aw, take it like a man," he grumbled as I rubbed my hand in pain.	"Aw, quit your griping'" he grumbled as I rubbed my hand in pain.
Being a crane operator is a **man-sized** job.	Being a crane operator is a demanding job.
She looked as cute as a button for her job interview.	She was well-groomed for the job interview.
I told her to stop being silly by pouting and carrying on like a baby.	I told her to act more responsibly.
"I'll get the gals in the office to have it finished by five o'clock this afternoon."	"I'll get the office staff to have it finished by five o'clock this afternoon."

SECTION I-LANGUAGE EXERCISE WORKSHEETS

Step III: Instructions

Study the example below. Follow the instructions and write your answers and marks directly on the example. The key to the answers is presented on page 8.

1. Circle three words which show biased use of language.
2. Put a bracket around the cliche that reflects a stereotype.
3. Put a check in the margin wherever occupation or career interests have been linked to sex through language.

"The great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

-Ralph Waldo Emerson

In Emerson's time the concept of "know thyself" was considered new. Today we talk about "doing your own thing." Philosophers and poets have been urging people to do just that for hundreds of years.

How do you really feel about tomorrow....and the next day....and the next day? Do you see yourself like other fellows in your class, in a routine, cut-and-dried job? Or would you like to get involved in a fob that really interests you? Maybe you shave always enjoyed tinkering with cars or taking apart an old radio but never had a chance to explore your interests in a technical training program.

At Jefferson our job is to train you to get the kind of job you've always wanted but lacked the skilled to land. From computers to cargo plane engines, Jefferson offers a wide curriculum with just the right courses tailored to meet the professional and career interest of today's young man.

Jefferson offers more than just a diploma-it offers a new world of technical and career training experiences designed for you. Call us toll free at 800-663-1962. Ask any one of our operators to set up an appointment for you to talk to one of the career specialists at Jefferson. She'll put you in touch with a bright future-wherever you want it to lead.

SECTION I-LANGUAGE EXERCISE WORKSHEET KEY

Answers

1. great man; today's young man; she'll
2. like other fellows
3. tinkering with car and repairing radio (male)
   computers and cargo plane engines (male)
   telephone operator (female)

Compare the marked example below with your sheet.

"The great man is he who in the midst of the crowd keeps with perfect sweentess the independence of solitude."

-Ralph Waldo Emerson

In Emerson's time the concept "know thyself" was considered new. Today we talk about "doing your own thing." Philosophers and poets have been urging people to do just that for hundreds of years.

How do you really feel about tomorrow....and the next day....and the next day....? Do you see yourself [like other fellows] in your class, in a routine, cut-and-dried job? Or would you like to get involved in a job that really interests you? Maybe you have always enjoyed tinkering with cars or taking apart an old radio but never had a chance to explore you interests in a technical training program.

At Jefferson our job is to train you to get the kind of job you've always wanted by lacked the skills to land. From computers to cargo plane engines, Jefferson offers a wide curriculum, with just the right courses tailored to meet the professional and career interests of today's young man.

Jefferson offers more than just a diploma-it offers a new world of technical and career training experiences designed for you. Call us toll free at 800-663-1962. Ask any one of our operators to set up an appointment for you to talk to one of the career specialists at Jefferson. She'll put you in touch with a bright future - wherever you want it to lead.

Step IV: **Revision**

Using the marked example as a guide, revise the example to omit all elements of language bias.

"The great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

-Ralph Waldo Emerson

In Emerson's time the concept "know thyself" was considered new. Today we talk about "doing your own thing." Philosophers and poets have been urging people to do just that for hundreds of hears.

How do you really feel about tomorrow....and the next day....and the next day? Do you see yourself like other fellows in your class, in a routine, cut-and-dried job? Or would you like to get involved in a job that really interests you? Maybe you have always enjoyed tinkering with cars or taking apart an old radio but never had a chance to explore your interests in a technical training program.

At Jefferson our job is to train you to get the kind of job you've always wanted but lacked the skills to land. From computers to cargo plan engines, Jefferson offers a wide curriculum, with just the right courses tailored to meet the professional and career interests of today's young man.

Jefferson offers more than just a diploma-it offers a new world of technical and career training experiences designed for you. Call us toll free at 800-663-1962. Ask any one of our operators to set up an appointment for you to talk to one of the career specialists at Jefferson. She'll put you in touch with a bright future-wherever you want it to lead.

Step V: Comparison

Compare your revision with the suggested model for a biased-free presentation of the example in Appendix A.

Name: A Fabulous Child Story

Purpose

To present a reading material that will require comprehension of the subject matter relative to sex bias and role stereotyping.

Setting

Classroom

Material

Handout-

"A Fabulous Child Story"

Time

30 - 45 minutes

Audience

Remedial Reading Class

Process

1. Instructor gives each student a copy of the story and asks students to read silently.
2. Instructor begins discussion about the story while pointing out society's expectations of males and females. Students should be encouraged to talk about own expectations, attitudes, etc, and their influence on their occupational choice.

Source

"A Fabulous Child's Story"

By

Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. It's parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part if a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully.. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a Baby X was. When the Joneses smiled and said, "It's an X!", nobody knew what to say. They couldn't say, "Look at his husky little biceps!" And they couldn't say, "Look at her cute little dimples!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether.

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girl's Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment.

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then and often snarl something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line and girls to form another line. There would be boys' games and girls' games, and a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all---Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a lit too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. It seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late, the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X. Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the

the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later" it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up---or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking, What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parent's Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise in the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper. "In my opinion," he whispered--you could tell he must be very upset--"in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning "is just about--

BEST COPY AVAILABLE

"Just about what? Let's have it!" shouted another parent.

". . .just about the least mixed-up child I've ever Xamined!" said the psychiatrist..

"Yay for X!" yelled one of the children. And then the others began yelling too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

Source:

Lois Gould has written two novels, "Such Good Friends" and "Necessary Objects" (Random House).

Name: Women and Society

Purpose

To create an awareness of future information relative to women in the work-force

Process

This handout is a good filler in a faculty newsletter. It is concise and informative. It is also thought provoking.

Setting

Faculty Newletter

Material

Women and Society Handout

Time

10 minutes

Audience

Source

WOMEN AND SOCIETY

Some things to consider:

Only 4% of the Nation's families are made up of an employed father, housekeeper mother and 2 children.

More than 1/3 of all families maintained by women have incomes below the poverty level.

If the rate of poverty increases as it has, the American "poverty" population would be composed solely of women and their children by about the year 2000. (National Advisory Council on Economic Opportunity)

Of the 61,400,000 million families in the Nation 1 out of 6 is maintained by a single female.

The number of women maintaining families on their own has more than doubled over the past two decades; it is presently 10,211,000 women.

The number of mothers whose children under age 21 had absent fathers grew more than 84% between 1970 and 1984.

Only 60% of absent fathers in 1985 were required to pay child support; only about 1/3 paid the full amount.

Hollenback, PH.D., Kathryn: Education and Employment, A Handbook to Promote Sex Equity, 1985.

Name: Issues in Equity #1

Purpose

To identify technical education programs on campus.

Process

1. Distribute handouts: "Non-Traditional Occupations for Males" and "Non-Traditional Occupations for Females".
2. Have Dean of Technical Programs identify each program available on campus and introduce each director.
3. If time allows - each director could give enrollment figures (Male and female).

Setting

Faculty Meeting

Material

"Non-Traditional Occupations for Males"

"Non-Traditional Occupatins for Females"

Time

10 - 20 minutes

Audience

Faculty

Source

Natica Petrossian
Coordinating Board
Box 12788
Austin, TX 78711
512-462-6300

Check those occupations for which your college offers coursework.
(See back for nontraditional occupations for males)

SELECTED LIST OF NON TRADITIONAL OCCUPATIONS FOR MALES

Accounting, Bookkeeping and Related Programs, General
Business Computer and Console Operation
Secretarial and Related Programs, General
Word Processing
Typing, General Office and Related Programs, General
Clerk-Typist
General Office Clerk
Fashion Merchandising
Passenger Transportation Marketing
Data Processing
Cosmetology
Electrolysis
Dental Assisting
Dental Hygiene
Dental Laboratory Technology
Electroencephalograph Technology
Radiography Medical Technology
Surgical Technology
Histologic Technology
Community Health Work
Mental Health/Human Service Technology
Medical Assisting
Physician Assisting Primary Care
Ward Clerk
Nursing Assisting
Practical Nursing
Occupational Therapy Assisting
Physical Therapy Assisting
Rehabilitation Services, Other
Allied Health, Other
Nursing, General
Comprehensive Consumer and Homemaking Home Economics
Child Development, Care and Guidance
Teacher Aide
Child Care and Guidance Management and Services, Other
Commercial Garment and Apparel Construction
Fashion/Fabric Coordination
Dietetic Aide/Assisting
School Food Service
Floral Design
Legal Assisting
Library Assisting
Others_______________

SELECTED LIST OF NON TRADITIONAL OCCUPATIONS FOR FEMALES

Agricultural Business and Management, General
Farm and Ranch Management
Agricultural Mechanics, General
Animal Production
Agricultural Products and Processing, General
Agricultural Services and Supplies, General
Agricultural Supplies Marketing
Fishing and Fisheries, General
Forestry Production and Processing, General
Financial Services Marketing, General
Automotive Vehicles and Accessories Marketing
Funeral Services
Architectural Design and Construction Technology
Drafting and Design Technology
Electrical Technology
Electronic Technology
Laser-Optic
Computer Servicing Technology
Electromechanical Technology
Air Conditioning, Heating, and Refrigeration Technology
Solar Heating and Cooling Technology
Water and Wastewater Technology
Industrial Technology
Manufacturing Technology
Welding Technology
Industrial Production Technologies, Other
Aeronautical Technology
Agricultural Equipment Technology
Automotive Technology
Petroleum Technology
Chemical Technology
Oceanographic (Physical) Technology
Law Enforcement
Firefighting
Brick, Block and Stonemasonry
Carpentry
Electrical and Power Transmission Installation, General
Electrician
Miscellaneous Construction Trades, Other
Plumbing, Pipefitting and Steamfitting, General
Electrical and Electronics Equipment Repair, General
Communications Electronics
Heating and Air Conditioning
Shoe and Boot Repair
Watch Repair
Automotive Body Repair
Automotive Mechanics
Machine Tool Operation/Machine Shop
Welding, Brazing, and Soldering
Aviation Management
Airplane Piloting and Navigation
Others________________

A LOOK AT EQUITY

CLASSROOMS: When You Are the Message

Your appearance, posture, tone of voice and eye contact communicate as much as your carefully prepared lecture or slide presentation. Making eye contact with and eliciting comments from both females and males in the back of the room as well as the front row draws in your audience.

To make sure your classroom is free from sexist language and behavior, check if you can answer yes to these questions based on issues identified by the PROJECT on the Status and Education of WOMEN, Washington, DC, in The Females Classroom Climate. A Chilly One for Women?

____ Do I acknowledge both females and males when I address the class? (Note: If you use "generic" male nouns and pronouns or ask your students what they did when they were boys or what their wives do, you must answer no to this question.)

____ Do I present females and males in a variety of social and professional roles and avoid stereotypes in classroom examples or visuals?

____ Do I call on females as directly as I call on males?

____ Do I invite comments from females as often as I do from males?

____ Do I allow both females and males the same amount of time to respond before calling on the next student?

____ Do I respond equally to females' and males' comments?

____ Do I call on both females and males by name?

____ Do I credit both females and males by name for their accomplishments?

____ Do I use the same tone of voice when addressing males and females?

____ Do I ask females and males the same kinds (e.g., analytical, factual) of questions?

____ Do I make eye contact equally with females and males when they ask questions?

____ Do I assume an equally attentive posture, such as leaning forward, when females and males speak?

____ Do I encourage both females and males to think for themselves? (Note: If you ask females questions that require factual answers but ask males questions that demand personal evaluation and critique, you must answer no to this question.)

____ Do I group both females and males in discussion or lab sections or on field-work teams?

____ Are females and males interrupted about the same during class discussions? (Note: Neither should be interrupted by you or their peers.)

____ Do I give males and females the same instructions and encourage initiatives?

____ Do I allow females and males equally to view laboratory assignments or class demonstrations?

____ Do I offer females the same informal feedback, encouragement or praise for academic efforts as I offer males?

____ Do I choose females and males to assist me equally and assign females the same responsibilities as males?

____ Do I encourage males and females equally to enroll in "harder" subjects?

____ Do I inform both males and females in course-related activities, such as field trips?

____ Do I inform both females and males equally about publication, research and professional opportunities?

____ Do I probe both females and males to provide fuller answers or elaborate?

We all need to laugh at ourselves sometimes. A good joke lightens up your audience and helps hold their attention. But remember that jokes demeaning one sex or certain group of people embarrass and alienate rather than entertain.

Avoid comments or actions that ridicule or disparage any student's scholarship, intellectual ability, potential, competency, seriousness, skill or academic commitment. Treat both male and female students as capable of scholastic and professional achievements.

For example, using males' last names but females' first names erodes females' esteem. Remember to address students consistently. And keep students work and colleagues' professional accomplishments separate from their physical attributes or appearance.

Name: Issues in Equity #2

Purpose	**Process**
To heighten faculty awareness that many words and phrases commonly used are sex biased and need to be modified.	1. Distribute handout 2. Ask faculty to check those they hear or read most frequently.

Setting	**Material**
Faculty Meeting	Word and Sentence Exchange

Time	**Audience**	**Source**
10 mintues		

Word Exchange

Biased	Nonbiased
businessman	business manager or executive
chairman	chairperson, leader
cleaning lady	housekeeper, custodian
colored people	Blacks
congressman	member of congress, congressional representative
craftsman	craft worker
craftsmanship	artisanship
crippled	disabled
deaf and dumb	deaf
fits	seizures
fireman	firefighter
foreman	supervisor, manager
freshman	first-year student
gal Friday	assistant
hard of hearing	hearing-impaired
housewife	homemaker
ladylike	well-mannered
middleman	middle person, intermediary
mailman	letter carrier
man-hours	staff hours, working hours
mankind	humanity
man-made	synthetic, artificial
manpower	skilled labor, labor force
man-sized job	big or enormous job
mongoloid	Down's Syndrome
policeman	police officer
repairman	repairer
spokesman	spokesperson, speaker
sportsmanship	sense of fair play
stewardess	flight attendant
workman	worker
workman's compensation	worker's compensation

*Racial, ethnic, color, sex or handicapping condition of a person should be avoided unless it is pertinent to the context of your message.

Sentence Exchange

Biased	Nonbiased
The labor force needs skilled men.	The labor force needs skille men and women.
John Doe is a competent executive, and his wife is a charming blonde.	John and Ann make an attractive couple. He's a competent executive, and she's an excellent reporter.
Ask the girls to type the report.	Ask the secretaries to type the report.
She's a career woman.	She's a biologist.
Welcome, ladies and men.	Welcome, ladies and gentlemen. Welcome, wome and men.
The executives' wives will assemble.	The executives' spouses will assemble.
A good mechanic knows his customers.	A good mechanic knows his or her customers. Good mechanics know their customers.
It's a pleasure to meet a pretty girl such as you.	It's a pleasure to meet you.
This is Mrs. John Brown.	This is Mrs. Ann Brown. This is Ms. Ann Brown.
John and his wife are homeowners.	John and Ann are homeowners.
Today's young men want opportunities.	Today's young women and men want opportunities.
Their son is retarded.*	Their son is a slow learner/has a learning disability/is slightly mentally retarded/is severely mentally retarded.
Infants need a mother's care.	Infants need parental care.
She's a tomboy.	She's an energetic and curious person.
He helps his wife at home.	He and his wife share household duties.
Epileptics* are dependable workers.	People who have epilepsy are dependable workers.
The handicapped people formed an organization.	Several persons, each with some handicap, formed an organization.
Mary is a Black* friend of mine.	Mary is a friend of mine.

Name: Issues in Equity #3

Purpose

To increase awareness of faculty, staff and students of non-traditional jobs and the factors that lead to entry into those fields.

Process

Plan special events: Men's and Women's Day

Meet with Dean of Student Services and Director of Student Activities for input.

Meet with Student Government and rquest committee to work on each day.

Invite men and women in the community who are in non-traditional roles.

Use Pathfinders list from YWCA and the Governors Committee on Women for Women.

Consult Program Directors on Campus and Director of Placement for selection of program personnel

Have posters, flyers and news items posted on campus

Such things as music, speakers, style shows, drama skits will attract audiences.

Setting

Student Center

Material

Time

Activity Hour (45 min
Noon (1 hour)

Audience

Source

Name: Issues in Equity #6

Purpose

To involve staff in exploring today's and tomorrow's job opportunities for women

Process

Theme: "Guess Who's Coming to Work"

1. Distribute handout, "Hot Jobs for the 90's".
2. Present trends
3. Discuss ways to involve students in decision making regarding trends.
4. Arrange bulletin board display using title "Hot Jobs for the 90's".

Setting

Student Services Staff

Material

"Hot Jobs for the 90's", Women's Day 10/27/87 pp. 38-39 (Handout)

Time

30 minutes

Audience

Source

Woman's Day 10/27/87

Employment by Broad Occupational Group and Selected Occupations
1986 and Projected to 2000

(Numbers in thousands)

Occupations	1986	Projected 2000	Percent Ch
Total employment	111,623	133,030	19.2
Executive, Administrative, and Managerial Workers	10,583	13,616	28.7
Education Administrators	288	325	12.9
Financial Managers	638	792	24.1
Gen. Magr. & Top Exc.	2,383	2,965	2[illegible].4
Mrktg., Advtg., & P.R. Managers	323	427	3[illegible].5
Accts. & Auditors	945	1,322	3[illegible].8
Personnel Training & Labor Rel. Specialist	230	278	21.2
Professional Workers	13,538	17,192	27.0
Electrical Engineers	401	592	47.8
Computers Sys. Analy.	331	582	75.6
Lawyers	527	718	36.3
Teachers, Preschool	176	240	36.3
Teachers, Kindergarten & Elementary	1,527	1,826	19
Teachers, Secondary	1,128	1,280	13.4
College Faculty	754	722	4.2
Dentists	151	196	29.6
Physicians & Surgeons	491	679	38.2
Registered Nurses	1,406	2,018	43.6
Technicians & Related Support Workers	3,726	5,151	38.2
Licensed Practical Nurses	631	869	37.7
Drafters	348	354	1.6
Computer Programmers	479	813	69.9
Sales Workers	12,606	16,334	29.6
Cashiers	2,165	2,740	26.5
Sales Agents & Real Estate	313	451	43.9
Salespersons, Retail	3,579	4,780	33.5
Administrative Support Workers, including Clerical	19,851	22,109	11.4
Switchboard Operators	279	330	18.3
Computer Operators, except Peripheral Operators	263	387	47.2
Bookkeeping, Accounting, & Auditing Clerks	2,116	2,208	4.3
Payroll & Timekeeping Clerks	204	180	-12.0
General Office Clerks	2,361	2,824	19.

3 3

Receptionists & Info. Clerks	682	964	41.4
Secretaries	3,234	3,658	13.1
Typists & Word Proces.	1,002	862	-13.9
Private Household Workers	981	955	-2.6
Service Workers, except Private Household Workers	16,555	21,962	32.7
Janitors and Maids	2,676	3,280	22.6
Waitors and Waitresses	1,702	2,454	44.2
Nursing aids & Attendants	1,224	1,658	35.4
Hairdressers & Cosmetologists	562	662	17.7
Police Patrol Officers	349	409	17.4
Guards	794	1,177	48.3
Precision production, Craft, and Repair Workers	13,923	15,590	12.0
Carpenters	1,010	1,192	18.1
Electricians	556	644	15.9
Painters & Construction Maintenance	412	502	21.9
Plumbers, & Pipefitters	402	471	17.2
Aircraft mechanics, & Engine specialists	107	129	20.1
Automotive mechancis	748	808	8.0
Machinists	378	373	-1.5
Operators, Fabricators, & Laborers	16,300	16,724	2.6
Sewing machine operators	633	541	-14.5
Electrical Assemblers	249	116	-53.7
Welders and Cutters	287	307	6.7
Bus Drivers	478	555	16.2
Truck Drivers	2,463	2,968	20.5
Industrial Truck & Tractor Operators	426	283	-33.6
Farming, Forestry, & Fishing Workers	3,556	3,393	-4.6
Gardeners	767	1,005	31.1
Farm Workers	940	750	-20.3
Farm Managers	1,336	1,051	-21.3

Name: Expanding Awareness of Sex Equity/Staff Development Activity

Purpose

Teachers serve as models for students thus, affecting students behaviors and attitudes. This activity will help the teacher check out their own knowledge and skills in this area of sex-stereotyped behavior

Process

1. This activity could be facilitated as a group activity if planned during a faculty development/inservice program. Questionnaire should be answered first followed by a discussion after the correct answers.
2. This activity could also be used as material in a faculty newsletter. Introduced simply by the purpose listed. Answer sheet could also be printed in smaller print in another page of the newsletter.

Setting

1. Faculty Development program
2. Could be an insert into faculty newsletter

Material

Handout with answer sheet.

Time

1. If at an inservice 30 minutes
2. If in a newsletter 15 minutes

Audience

Source

EXPANDING AWARENESS OF SEX EQUITY

What Does the World Out There Really Look Like?

Directions: Read each of the following questions and circle the correct answer.

1. ______ percent of all husband/wife households have at least two persons in the labor force.

   A. 60 C. 41
   B. 85 D. 21

2. The average number of years the "average" married woman will work outside the home for pay is:

   A. 5 C. 21.8
   B. 15 D. 27.6

3. Most women work in order to:

   A. get out of the house C. buy extras for the family
   B. have the money they need D. pursue a career

4. What percent of girls in high school today can expect to be part of the paid labor force?

   A. 70 C. 60
   B. 90 D. 50

5. By the year 2000, or before, women will constitute what percent of the paid work force?

   A. 40 C. 70
   B. 65.7 D. 30

6. For every $1.00 that men earn, women earn:

   A. 59¢ C. 95¢
   B. 69¢ D. 39¢

7. The median income of working women (year round/full-time) with four years of college is ______________________ than that of men who have completed one to three years of high school.

   A. greater than C. the same as
   B. less than

8. Women made up 44% of the USA work force in 1985. ______ percent were employed in clerical jobs and ________ percent as engineers.

   A. 35, 11 C. 80, 7
   B. 28, 2 D. 60, 10

9. In 1986, ______________ million American women were living in poverty. Of these women, ___________ million were in the work force.

A. 10.2 - 2.2   C. 12.4 - 4.4
B. 16.8 - 6.4   D. 20.2 - 8.9

10. __________ million working women in poverty, more than half, are mothers of children under 18.

A. 2.3   C. 1.2
B. 4.5   D. 5.0

11. The median income for a woman in poverty who was maintaining a family alone and working full time, year 'round was _____________ in 1986.

A. $10,033   C. $12,500
B. $ 7,056   D. $ 8,032

12. Four (4) our of five (5) working women earn less than ____________ a year.

A. $25,000   C. $11,000
B. $17,050   D. $19,000

ANSWER SHEET FOR: "What Does the World Out There Really Look Like?"

1. A - 60 percent. Bureau of the Census, U.S. Department of Commerce.

2. D - 27.6 years. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).

3. B - have the money they need. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).

4. B - 90 percent. U.S. Department of Commerce, Women's Bureau, "Twenty Facts About Women Workers" (Washington, D.C.: Women's Bureau, U.S. Department of Commerce, June, 1975).

5. B - 65.7 percent. American Demographics magazine, Bureau of Labor Statistics, USA Today, August 14, 1987.

6. A - 69¢. U.S. Department of Commerce. Bureau of Labor Statistics, USA Today, April 24, 1987.

7. B - less than. $14,679 to $20,327, respectively, in 1983. Money Income of Households, Families and Persons in the U.S., 1983, Bureau of the Census, (WDC, 1985).

8. C - 80, 7 percent. U.S. Department of Commerce, Bureau of Labor Statistics. USA Today, January 6, 1987.

9. C - 12.4 to 4.4 million. "Women, Work and Poverty: A Fact Sheet", published by the National Commission on Working Women of Wider Opportunities for Women, 1325 G. Street, N.W., Lower Level, Washington, D.C. 20005, (202) 737-5746.

10. A - 2.3. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).

11. B - $7,056. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).

12. D - $19,000. "Women Still Lag Behind in Pay", USA Today, April 20, 1987.

Name: Legislative Updates

Purpose

To create an awareness of legislative issues affecting women and family issues.

Process

1. Contact local women's organizations regarding support and specific action that these gropus can take to help ensure passage of legislative bills that would benefit women and families economically.
2. Send legislative information along with specific recommendations for action to be taken to as many individuals and organizations as you feel would support such issues.

Setting

Material

Current info. on legislative issues may be otained from American Assoc. Unvsty Displaced Homemaker NW or from the Caucus on Women's Issues in Washington, D.C.

Time

Audience

Source

Displaced Homemaker Network
1411 K St., N.W., Suite 930
Washington, DC 20005

American Assoc. of Univ. Women
"ActionAlert"
240[illegible]rginia Ave., N.W.
Was[illegible]ton, DC 20037

Congress. Caucus for Women Issues
2471 Rayburn Building
Washington, DC 20515

ame: Women's Economic Facts

Purpose

reate an awareness about the current and
re trends regarding women's economic
ls and women's participation in the
force.

Setting

Material

Printed leaflets or fact sheets of current and future facts regarding women's economic needs

Time

Audience

Process

1. Gather pertinent data regarding the current and future trends in employment trends.
2. Create an information or fact sheet that may be distributed to individuals, workshop participants, groups and organizations or enclose in mailings from your office
3. Use this information when making presentations to groups regarding women's issues
4. Contact representatives from the community and school newspapers and provide this type of information for news stories.

Source

Current data may be obtained form the Women's Bureau, Department of Labor, Washington, DC